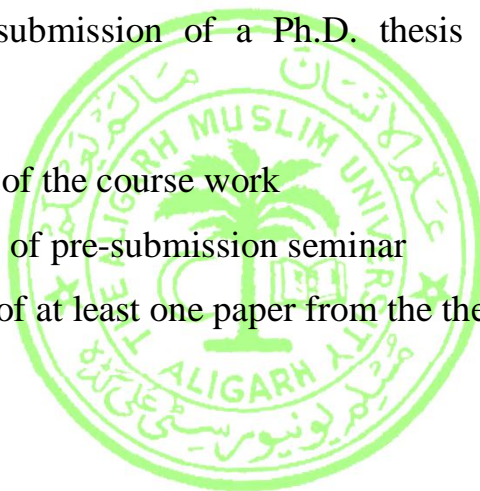


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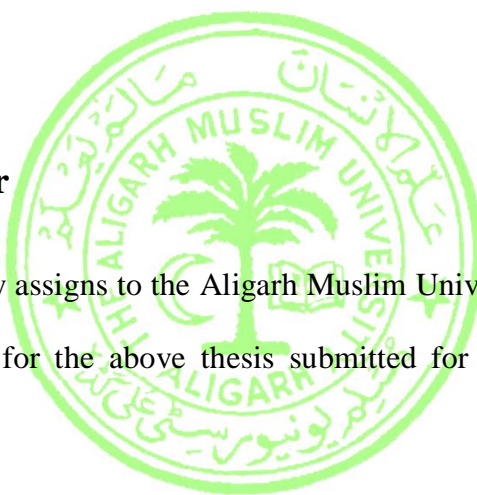
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(FauziaHaider)

I dedicate my Research Work

To My Parents

To My Husband

To My Son

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LIST OF ABBREVIATIONS

ELT - English Language Teaching

CBSE - Central Board of Secondary Education

BSEB - Bihar School Examination Board

TSA - Target Situation Analysis

ESP - English for Specific Purpose

NA - Need Analysis

EOP - English for Occupational Purpose

EAP - English for Academic Purpose

BIPT- Beijing Institute of Petrochemical Technology

MHI- Mitsubishi Heavy Industries

PSA- Present Situation Analysis

CNP-Communicative Needs Processor

ASL-Assessment of Speaking and Listening

SA-Summative Assessment

OTBA-Open Text Based Assessment

VSAQ-Very Short Answer Question

CHAPTER 1
INTRODUCTION

CHAPTER 1

INTRODUCTION

1.1 Background

There are over 662 Central Board of Secondary Education (CBSE) board affiliated schools in the state of Bihar. In addition to these CBSE schools there are almost 1200 government funded Bihar School Examination Board (BSEB) schools that offer high school certificates to the students. The Bihar State Education Board (BSEB) is sometimes also called Bihar Secondary School Examination (BSSE) board. Like CBSE, BSEB also includes classes from Primary to Senior Secondary. Almost 20 lakh candidates get qualified from Bihar Board every year. Students of these schools are offered English courses for eleven years that is from class two to class XII during their school program.

The aim of the English course is to enable students to learn certain macro and micro skills in the English language and use them effectively in different communicative situations, so that they can use English at their work places in future. However, it has been observed that students who have undergone the English course at the high school level are not proficient enough to communicate effectively in the language. This perceived problem of lack of specific language communication skills among high school students makes the researcher raise the following key questions:

1. Whether the English courses both in CBSE and BSEB boards reflect the needs and desires of the learners?
2. Whether there are other factors that affect the successful imparting of the skills required by the target group?

It is presumed that there are problems in the teaching of English courses at schools resulting from inappropriate teaching materials and instructional techniques, lack of English language teaching (ELT) trained professionals and poor methodology.

In some of these schools, majority of students fail to develop communicative skills. However, in some of the schools, attention is paid to develop communicative skills in English. Those educational institutions which impart communicative skills

among the students are successful in getting most of their students placed in top universities.

1.2 Statement of the Problem

The demand for talented students with better communicative skills in English is high in top Indian universities. There is a huge shortage of talented students with better communicative skills in English in India. The university administrations complain about fresh school graduates for not being university ready.

With the objective of increasing the communicative skills of the students and thus to bridge the gap between university expectations and needs and schools offering, there is a requirement to make a need analysis for the school curriculum. This may point out the top universities' dissatisfaction with the way school students are prepared in English communicative skills.

A number of technically sound school students have not been successful in placement interviews just because of their lack of communication skills. And there are cases of rank holders in schools who could not go for higher studies because of their lack of proficiency in English language. Many of these students fail to perform well in university because of their poor English communication skills.

The urgent need to improve students' communication skill has been emphasized by educationists as well as linguists. For example, Chambers (1980: 29) says: "Thus needs analysis should be concerned primarily with the establishment of communicative needs and their realizations, resulting from an analysis of the communication in the target situation - what I will refer to from now on as target situation analysis (TSA) to identify this more restricted sense of needs analysis".

Dudley-Evans & St John (1988) observes, communication needs come into attention when it is believed that what learners are taught should be specifically what they will really use, and that this should determine the contents of ESP courses (Munby, 1978; Dudley-Evans & St John, 1998).

Long, (2005a, 2005b) is of the view, that specific knowledge concerning English language alone is insufficient. The ability to communicate also involves understanding the discourse practices where the language is situated and in which

learners must operate (Long, 2005a, 2005b; Orr, 2002).

It suggests that there is a need to bridge the gap by providing additional training to the school students so that they can do better in university settings.

Everyone knows that schools have a big job to do and too few resources to accomplish the work. Need Analysis is not the answer to this complex problem. But it can play a vital role in helping schools do much more with respect to addressing barriers to learning. From the front office to the classroom to the outside campus, before school, after school, and on weekends, volunteers can assist with a wide range of activities. And in doing so, they can ease the burden on staff, improve the students and their families and reap a host of benefits to themselves.

However, Need Analysis usually is not approached as a major programmatic concern at schools. This is unfortunate because, with relatively little expense, volunteers can

- become the backbone of a school's welcoming and social support activities for newcomers,
- assist with designated students in classrooms to minimize disruptions and facilitate positive performance,
- Help staff with before and after school recreational, enrichment, and tutorial programs, and provide general assistance to staff related to the countless everyday tasks that must be done.

With the renewed interest in "Need Analysis" and "Curriculum Development," schools have a wonderful opportunity to capitalize on what will be an increasing pool of talent. The key to do so effectively is to make the need analysis part of a school's everyday agenda.

The term needs analysis (also known as needs assessment), according to Iwai *et al.* (1999), generally refers to the activities that are involved in collecting information which will serve as the basis for developing a curriculum that will meet the needs of a particular group of students.

An English course for High School designed in consultation with professionals, ELT practitioners and students, is likely to be more effective than the one designed without consulting the stakeholders. Most of the English courses for High School

have been found to be ineffective because they do not seem to reflect the learners' present and target needs. It is probably because the majority of course designers and material writers seem to analyze the needs of students on the basis of their own experience and intuition. In this context, it is very essential to analyze the learners' present and future communication needs first and then design the High School English courses based on the findings of the needs assessment.

This perceived problem of lack of specific language communication skills among school students makes the researcher raise key questions:

1. Whether the English courses in schools reflect the need of the learner?
2. Whether there are other factors that affect the successful imparting of the skills required by the target group?

1.3 Rationale

In the light of the problem stated above, the researcher evaluated the syllabi and the curriculum of the CBSE and BSEB schools in view of the fact that evaluation of any curriculum or syllabus is essential for the improvement of the teaching program. Evaluation is a very constructive and powerful activity, as it analyzes the stimulating factors of the teaching programs. It provides a chance to focus on what has been going well and to ask what have been the most significant contributing factors so that less successful can be modified (Dudley-Evans, 1998).

It further suggests that there is a need to teach communicative skills to school students as they are required to communicate effectively in different communicative situations, think creatively and critically, demonstrate good interpersonal and team skills. Therefore, the English courses in CBSE and BSEB schools should be modified based on the needs of the students and expectations of the university administration.

1.4 Research Questions

The thesis is an attempt to find out answers to the following research questions:

- i. Do school students have the necessary communicative skills in English?

- ii. If no, what could be the reasons for the lack of such skills?
- iii. What specific skills are looked for in the prospective students?
- iv. Do the school students deliver the skills the higher study providers want?
- v. If no, what should be done to produce good communicators?
- vi. What are the strengths and limitations of the school English courses?
- vii. What changes should be brought about in the English curriculum at CBSE and BSEB to improve students' communication skills and thus prepare them for the higher studies?

1.5 Hypothesis

The hypothesis of this study is that if the English courses in the schools are re-designed or modified based on the expectations of the universities and the job markets, then the courses will achieve their goal by instilling confidence in the students and preparing them for higher education, campus recruitments and thus for the work place.

1.6 Literature Review

One of the hallmarks of any ELT course at Secondary and High School Level is that it must be learner-centred and the English course is designed based on the needs of learners. In this chapter, literature related to ELT, needs analysis, communicative and Linguistic needs of secondary and high school students, and theories of syllabus design are reviewed.

One of the books on ELT, *English for Specific Purposes* by Tom Hutchinson and Alan Waters (1987) is a very helpful guide for researcher. This book is divided into four sections. The first section is about ESP and the factors which led to the emergence of ESP. In this section, Hutchinson and Waters (1987) come to the conclusion that ESP is not a particular kind of language or methodology, nor does it consist of a particular type of teaching material. It is an approach to language learning, which is based on learners need. They explained with the help of a tree diagram of ELT that various courses of language are primarily concerned with language and communication, therefore ESP should properly be seen, not as any particular language product but as an approach to language teaching which aims to meet the needs of particular learners. The second section is the description of the

basic principles and techniques in course design. It includes language descriptions, theories of learning, needs analysis and approaches to course design. They also outline some of the basic questions on the basis of the thought by Rudyard Kipling:

I Keep Six Honest Serving-Men.

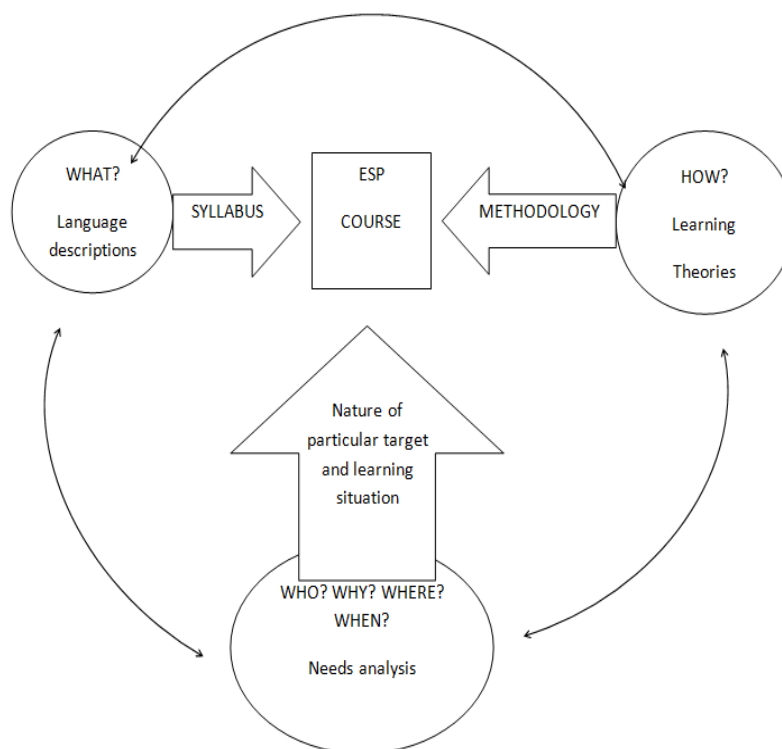
They Taught Me All I Knew.

Their Names Are What and Why and When

And How and Where and Who.

1. Why does the student need to learn?
2. Who is going to be involved in the process?
3. Where is the learning going to take place?
4. When is the learning going to take place?
5. What does the student need to learn?
6. How will the learning be achieved?

They explained and discussed factors affecting the course design and investigated these basic questions under language descriptions, theories of learning and needs analysis. Hutchinson and Waters represented the factors and their relationship with the help of a clear figure: factors affecting ESP course design.



Source: Hutchinson, 1987: 22

“Designing a course is fundamentally a matter of asking questions in order to provide a reasoned basis for the subsequent processes of syllabus design, materials writing, classroom teaching and evaluation” (Hutchinson and Waters, 1987:21). One of the sub-section of this section begins with an inspiring quote by Karl Marx, “From each according to his abilities to each according to his needs”. It is very well said by Hutchinson and Waters (1987) that, “if learners, sponsors and teachers know why the learners need English, that awareness will have an influence on what will be acceptable as reasonable content in the language course and, on the positive side, what potential can be exploited” (Hutchinson and Waters, 1987:53). It is believed that any course should be based on an analysis of learners need. The result of the analysis may be different but the questions for the analysis will remain the same. Hutchinson and Waters (1987) made a basic distinction between target needs and learning needs. According to them, target needs are what the learner needs to do in target situation and on the other hand what the learner needs to do in order to learn are termed as learning needs. “Target needs is something of an umbrella term, which in practice hides a number of important distinctions. It is more useful to look at the target situation in terms of necessities, lacks and wants” (Hutchinson and Waters 1987:55).

Hutchinson and Waters (1987) presented a great classification of needs “which may be seen to reflect differing viewpoints and to give rise to different forms of needs analysis” (West, 1995:3). According to Hutchinson and Waters (1987), following are the explanation of *necessities, lacks and wants*:

- a) Necessities: The type of need determined by the demands of the target situation, that is, what the learner has to know in order to function effectively in the target situation....it is a matter of observing what situations the learner will need to function in and then analyzing the constituent parts of them (Hutchinson,1987:55).

Richterich (1973/1980) describes necessities as *objective needs*. Any such needs analysis approach identifying these necessities are frequently known as target – situation analysis (cited in Chambers, 1980).

- b) Lacks: To identify necessities alone is not enough.... you also need to know what the learner knows already, so that you can then decide which of the necessities the learner lacks.... The target proficiency in other words, needs to

be matched against the existing proficiency of the learners. The gap between the two can be referred to as the learners lacks. (Hutchinson,1987:55-56)

- c) Wants: “What the learners want or feel they need. These needs are personal and are therefore sometimes referred to as subjective needs. ‘which cannot be said to be general...are quite unforeseeable and therefore indefinable’ (Richterich 1973/1980:32 cited in West, 1994:4)

Furthermore, Hutchinson and Waters (1987: 59) added that “the analysis of target situation needs is in essence a matter of asking questions about the target situation and the attitudes towards that situation of the various participants in the learning process. The simple framework below outlines the kind of information that the course designer needs to gather from an analysis of target needs”.

A target situation analysis framework:

Why is the language needed?

- For study;
- For work;
- For training;
- For a combination of these;
- For some other purpose, e.g. status, examination, promotion.

How will the language be used?

- Medium: speaking, writing, reading etc.;
- Channel: e.g., telephone, face to face;
- Types of text or discourse; e.g. academic texts, lectures, informal conversations, technical manuals catalogues.

What will the content areas be?

- Subjects: e.g. medicines, biology, architecture, shipping, commerce, engineering;
- Level: e.g. technician, craftsman, postgraduate, secondary school.

Who will the learner use the language with?

- Native speakers or non-native;
- Level of knowledge of receiver; e.g., expert, layman student;
- Relationship: e.g. colleague, teacher, customer, superior, subordinate.

Where will the language be used?

- Physical setting: office, lecture theatre, hotel, workshop, library;

- Human context: e.g. alone, meeting, demonstrations, on telephone;
- Linguistic context: e.g. in own country, abroad.

When will the language be used?

- Concurrently with the ESP course or subsequently;
- Frequently, seldom, in small amounts, in large chunks.

(Hutchinson and Waters, 1987: 59-60)

Another prominent type of need about which Hutchinson and Waters (1987) talked along with the target needs are the learning needs. They considered lacks as the starting point, necessities as the destination and the confusion of what that destination should be is considered as the wants. "How are we going to get from our starting point to the destination? This indicates another kind of need: learning needs.... the needs, potential and constraints of the route (i.e. the learning situation) must also be taken into account, if we are going to have any useful analysis of learner needs" (Hutchinson and Waters, 1987: 59-60).

They also suggested a framework for analysing learning needs in the same way as they suggested for the target need analysis. According to them, analysis of target situation only tells us about the use of language but we also need to know how they will learn to use.

A framework for analysing learning needs:

Why are learners taking the course?

- Compulsory or optional;
- Apparent need or not;
- Are status, money, promotion involved?
- What do learners think they will achieve?
- What is their attitudes towards the ESP course? Do they want to improve their English or do they resent the time they have to spend on it?

How do the learners learn?

- What is their learning background?
- What is their concept of teaching and learning?
- What methodology will appeal to them?
- What sort of techniques are likely to bore /alienate them?

What resources are available?

- Number and professional competence of teachers;
- Attitude of teachers to ESP;
- Teachers' knowledge of and attitudes to the subject content;
- Materials;
- Aids;
- Opportunities for out-of-class activities.

Who are the learners?

- Age/sex/nationality;
- What do they know already about English?
- What subject knowledge do they have?
- What are their interests?
- What is their socio-cultural background?
- What teaching styles are they used to?
- What is their attitudes to English or to the cultures of the English-speaking world?

Where will the ESP course take place?

- Are the surroundings pleasant, dull, noisy, cold etc.?

When will the ESP course take place?

- Time of day;
- Every day /once a week;
- Full-time/part-time;
- Concurrent with need or pre-need.

“As English became the accepted international language of technology and commerce, it created a new generation of learners who knew specifically why they were learning a language.” (Hutchinson and Waters, 1987: 6)

The third section of the book *English for Specific Purposes* is concerned with the practical applications of the course design in the form of a syllabus, materials, methodology and assessment. The last section of this book is concerned with the role of ESP teacher and resources to help the teachers.

In An Encyclopaedia of Language, edited by N.E. Collinge (1990), in the section fifteen ‘*second languages: how they are learner and taught*’ Wilkins (1990) has discussed about teaching and learning of second language under some of the

important headings and sub-headings: The bases of change in language teaching, history of language teaching in twentieth century, conceptual bases of language teaching, implications for the approach to language teaching and its aims, developments in syllabus design and the role of needs analysis in language teaching (518-539). “There are two situations in which the learning of a second or foreign language typically take place. The first is where the individual, usually but not inevitably a child, lives in an environment in which more than one language is used under conditions which lead to that individual becoming in some degree bilingual....in contrast, the other situation is one in which the learning is tutored, typically as part of the curriculum of an educational establishment. This is a typical foreign language learning of schools and colleges” (Wilkins, 1990:518).

All researchers and Linguists focus mainly on tutored learning because it is fully dependent on the given curriculum of an educational establishment. Wilkins (1990) believes that we should not ignore the natural bilingualism because people are always influenced by the ways in which natural learning takes place, learners hope to be taught in the same way.

“Language teaching methodology in the broadest sense is concerned with *what* it is that learners have to learn and with *how* they will learn it....and what the *aims* of language teaching are, either in general or in a specific situation”. (Wilkins, 1990: 534)

Later Wilkins (1990) made it clear that languages are learned primarily for the purpose of communication. He explained *communication* as any language activity in which a message composed by one person can be received and understood by another and encompasses, for example, reading and writing as well as spoken interaction. By the acceptance of communication as the primary aim of learning language there was a need to focus on how communicative competence in a second language is acquired.

And here comes the major role of the syllabus but “others have seen matters of syllabus as largely irrelevant or ineffective and have seen the achievement of communicative aims as depending much on the nature or quality of the linguistic experience that the learner undergoes. Viewed in conventional terms these are matters of method and technique, not content” (Wilkins, 1990:534), and that

content here refers to the content of the syllabus. However, he further gives an overview of the developments in syllabus design. It is believed that “syllabus is a key instrument of educational planning” (Wilkins, 1990: 534-535).

Furthermore, Wilkins (1990) explained the developments in syllabus design from grammar based syllabus to functional and notional syllabus in detail. He believes that syllabus is the key instrument of educational planning in many countries and educational institutions. According to him functional approaches to language teaching are associated with a concept of the *utility* of the language being learned. For this first we have to know what the needs of the learner are. To identify the needs of the learner we have to carry out a needs analysis of the learner.

Long (2005) in his book *Second Language Needs Analysis* gives a proper guidance to researcher which is also helpful for language teaching. This book is based on needs analysis and language learning. It is divided into five specific sections: “Methodological Issues”, “The Public Sector”, “The Occupational Sector”, “The Academic Sector” and “Analysing Target Discourse”. Apart from five prominent sections Michael Long (2005) has also given a comprehensive overview of this volume which is very helpful for researchers to understand the rationale for needs analysis. It helps the reader to comprehend each chapters in a meaningful manner. The book *Second Language Needs Analysis*, meticulously edited by Long (2005), helps to understand the progress of research on learners’ needs as a prerequisite for efficient language teaching for two reasons. One of the reasons is work presented in this volume clearly illustrates and explains the wide variety of research methods that can be advantageously used to carry out NAs in different domains. The other reason is the discussions and explanations in this book focus on the inadequacy of using generic materials as well as the “one_ size_ fits all” approach in second language programs. This book is very useful for applied linguists and researchers to understand and investigate needs analysis. It is also very helpful for language teachers and teacher trainers; they can make use of NA findings as a guideline in constructing specific language programs. In the first section, Long (2005) (chapter1) has discussed about the methodological issues in learner needs analysis. This chapter deals with the sources and methods for conducting a needs analysis. Long (2005) has given the following tables in a well-organized manner about sources for NAs and methods of NA individually in this book.

Fig1 : Sources of information for NA

Sources	Source/evaluation	Sample use
Published and unpublished literature	Crooks(1986) Long (to appear)	Numerous LSP programs
Learners	Brindley (1984) Brindley & Hood (1990) Nunan (1988)	Beatty & Chan (1984) Ramani et al (1988) Savage & Storer (1992)
Teachers and applied linguists	Lamotte (1981) Selinker (1979) Zuck & zuck (1984)	Numerous LSP programs
Domain experts	Huckin & Olsen (1984) Selinker (1979) Zuck & zuck (1984)	Bosher & Smalkoski (2002) Coleman (1998) Ramani et al (1988) Tarone et al (1981)
Triangulated sources	Lincoln & guba (1985) Long (2005) Lynch (1995)	Cumaranatunge(1988) Gilabert (this volume) Jasso_ Aguilar(1999) Long (this volume) Sullivan & Girginer (2002) Svendsen & Krebs (1984) Zughoul & Hussein (1988)

Source: Adopted from Long (2005: 25)

In the above given table, sources for needs analysis are given with their references to useful discussions and evaluations of the sources concerned, and there is also a list of references of sample need analysis studies utilizing that sources.

Choice among sources is an important issue if, as Chambers (1980:27) asserts, “Whoever determines needs largely determines which needs are determined.”

Fig 2: NA Data Collection procedures

Procedure	Source /evaluation	Sample use
Non–expert intuitions	Auerbach & Burgess (1985)	Numerous (most?)LSP textbooks
Expert practitioner intuitions	Huckin & Olsen (1984) Lamotte (1981)	Lamotte (1981) Tarone et al (1981) Lett (2005)
Unstructured interviews	Bailey, K.E. (1982) Spradley (1979) Hoadley-Maidment (1983)	Raman et al (1988) Fixman (1990)
Structured interviews	Bailey , K.E. (1982) Bernard (1994)	Mackay (1978) Brindley (1984)
Interview schedules	Bernard (1994)	Mackay (1978)

		Tarantino (1988)
Surveys and questionnaires	Bailey (1982) Bernard (1994) Johnson (1966) Oppenheim (1966)	Horowitz (1986) Ferris & tag (1996) Iwai et al (1999) Mackay (1978)
Language audits	Coleman (1988) Watts (1994)	Mawer (1991) Watts (1994)
Ethnographic methods	Bernard (1994) Watson- Gegeo (1988)	Boswood & Marriot (1994) Mohan & smith (1992) Roberts et al (1992)
Participant observation	Bailey, K.E. (1982) Bernard (1994) Lincoln & Guba (1994)	Hodlin (1970) Jasso –Aguilar (1991/this volume)
Non-participant observation	Bernard (1994) Lincoln & Guba (1985)	Bosher & Smalkoski (2002) Cumaranatunge (1998) Jacobson (1986) Jupp & Hodlin (1975) Svendsen & Krebs (1984)
Classroom observation	Chaudron (1988) Van Lier (1988)	Schmidt (1981) Allen et al (1984)
Diaries ,journals, and logs	Bailey & Oschner (1983)	McDonough (1994) Revas (1994)
Role –plays, simulations	Berwick (1989)	Berwick (1989) Roberts (1982)
Content analysis	Braine (1988) Flowerdew (1994)	Benson (1991)
Discourse analysis	Sinclair & Coulthard (1975) Hatch (1992)	Crooks (1986) Ventola (1983)
Analysis of discourse	Jacoby (1999) Long (2005)	Marriot & Yamada (1991) Medway & Andrews (1992) Sullivan & Girginer (2002)
Register/rhetorical analysis	Biber (1988) Selinker (1988)	Conrad (1996) DeCarrico & Nattinger(1988) Trimble (1985)
Computer aided corpus analysis	Flowerdew (1994) Sinclair (1991)	Kennedy (1990) Willis (1990)
Genre analysis	Swales (1990)	Swales (1986) Thompson (1994)
Task –based , criterion-referenced performance tests	Brown & Hudson (2002) Hudson & Lynch (1994) Norris et al (1998) Norris et al (2002)	Brown et al (2002) McNamara (1996) Norris et al (1998) Robinson & Ross (1996) Teasdale (1994)
Triangulated methods	Long (2005)	Bosher & Smalkoski (2002) Gilabert (2005) Jasso –Aguilar (1999/2005) Long (2005)

Source: Adopted from Long (2005:31-32)

It is accepted by many researchers and linguists that the needs analysis research approach presented by Michael Long (2005) is a useful guide for language teachers and researchers to better understand students' needs and better assist them in learning a second language (Ye, 2011).

Furthermore, in an article *State of the Arts: Needs analysis in language teaching* by Richard West (1994), it is given that “There have been several surveys of approaches to needs analysis in foreign-language teaching. The dominant focus of early needs analysis was occupational/EOP, but this later changed to academic language/EAP, then the focus again shifted to include general language learning. This evolution can be summarized by characterizing each of three stages in the development of needs analysis, and to hint at the future by suggesting a fourth stage:

Stages	Period	Focus	Scope of analysis	Examples
1	Early 1970s	EOP	Target situation analysis	
2	Later 1970s	EAP	Target situation analysis	
3	1980s	ESP & general language teaching	Target situation analysis Deficiency analysis Strategy analysis Means analysis Language analysis	Tarone & yule, 1989
4	Early 1990s	ESP	Integrated / computer-based analyses Materials selection	Jones ,1991 Nelson ,1993

(Adapted from West 1992, 1994:70)

West (1994) in the article *State of the Art*, presented his thorough study of needs analysis in language teaching including its origin, theoretical basis, fundamental questions in needs analysis: *What? Why? For whom? When? Who? How and How long?* According to him the term analysis of needs first appears in India in 1920s. “In any needs analysis procedure ‘we find ourselves faced with a number of unavoidable questions to which one must, in one way or another, find answers... These questions with their possible answers are prerequisite to all identification methodology’ (Richterich, 1983:1)” (cited in West, 1994:1).

Seedhouse (1995) in his article *Needs Analysis and the General English Classroom* emphasized on whether it is possible to specify learners' needs in the general English classroom, and whether or not it is a potentially useful exercise (Seedhouse, 1995). He has given an example of the analysis of psychological and social needs in one particular general English classroom. In this analysis, young learners aged 14-18 years completed the questionnaire individually without any discussion and the results were strikingly homogenous. This makes it clear that they have a similar need and even at the young age learners are able to recognize their specific need and can identify them. He has suggested a path from need analysis to material design, how needs data could be collected, interpreted, and translated into materials design. According to him, needs analysis can be carried out to solve a particular problem of a learner and it is helpful to identify the source of the problem. Finally, Seedhouse (1995: 64) concluded this article "Course design and materials design can be based directly on needs analysis in the general English classroom." It is often argued that the needs of the general English learner, for example the school child, are not specifiable. In fact, this is the weakest of all arguments, because it is always possible to specify needs, even if it is only the need to pass the exam at the end of the school year. There is always an identifiable need of some sort. What distinguishes ESP from General English is not the existence of a need as such but rather an awareness of the need (Hutchinson and Waters 1987:53, cited in Watanabe, 2006).

Songhori, (2008) in his paper *Introduction to Needs Analysis* presented a thorough and detail overview of Needs analysis. He has acknowledged so many scholars, researchers and linguists to support his views as it is also discussed above, the importance and vital role of needs analysis in the process of designing and carrying out any language course, whether it be English for specific purposes (ESP) or general English course. His article also presented an overview of the different approaches to needs analysis: Present Situation Analysis, Pedagogical Needs Analysis, Deficiency Analysis, Strategy Analysis, or Learning Analysis, Means Analysis, Register Analysis, Discourse Analysis and Genre Analysis. Sanghori (2008) made a very interesting and clear jigsaw for the above mentioned approaches to needs analysis which gives a brief introduction to each of them.

Fig 3: Needs Analysis Jigsaw

Target situation analysis: Includes objective, perceived and product- oriented needs		Strategy or Learning Needs analysis: Includes subjective, felt and self-oriented needs.	
Present situation analysis: Estimates strengths and weaknesses in language, skill, learning experience.	Means analysis: The environment in which the course will be run.	Register analysis: Focuses on vocabulary and grammar of the text.	
Deficiency analysis: considers learners present needs and wants.	Discourse analysis: Investigates how sentences combine into discourse.	Genre analysis: Focuses on the regularities of structure that distinguishes one type of text from another.	

Source: Adopted from Songhori (2008:22)

According to him, different approaches to needs analysis attempt to meet the needs of the learners in the process of learning a second language but he also added that not a single approach to needs analysis can be a reliable indicator of what is needed to enhance learning. Therefore, he concluded the fact by presenting a modern and comprehensive concept of needs analysis by Dudley –Evans and St. John (1998: 125) which cover all the approaches mentioned above:

- Environmental situation- Information about the situation in which the course will run (means analysis);
- Personal information about learners- Factors which may affect the way they learn (wants, means, subjective needs);
- Language information about learners- What their current skills and language use are (present situation analysis);
- Learner's lacks (gap between the present situation and professional information about learners);
- Learners needs from course- What is wanted from the course (short –term needs);
- Language learning needs- Effective ways of learning the skills and language determined by lacks;
- Professional information about the learners- The task and activities English learners are/will be using English for (target situation analysis and objective needs);
- How to communicate in the target situation- Knowledge of how language and skills are in the target situation (register analysis, discourse analysis, genre analysis).

Nese Ekici (2003) conducted a need assessment on English language needs of the tour guidance students at Baskent University. The purpose of Ekici (2003) study was to examine the English language needs of learners by referring to the perceptions of students, English instructors and curriculum coordinators and to see whether there was a relationship between students' attitude towards English language and their self-ratings of learning and target needs. The data collection instruments used for the study were the attitude scale and student needs assessment questionnaire administered to forty-five students. ESP Identification Form administered to two curriculum coordinators and English Instructor Questionnaires administered to both of the curriculum coordinators and the three English instructors. Both qualitative and quantitative data were collected through the questionnaires for students, ESP instructors and curriculum coordinators. The purpose of this study was to reveal the importance attached to the four main skills (listening, speaking, reading, and writing) by students, English instructors and curriculum coordinators with respect to target needs and learning needs. The relationship between students' attitude towards English language (enjoyment, anxiety, interest, motivation, confidence, aspiration, importance) and their perceived learning and target needs were revealed. The analysis shows that there were both similarities and differences among the perceptions of students, English instructors and curriculum coordinators with respect to the learning needs and target needs of students. Their reasons for learning English are widely different. Most of the students expressed more than one response as reasons. Most important reason for learning English was the requirement for the job. Having to work with English speaking colleagues was stated as the second popular reason. By revealing the fact Ekici (2003) suggested some development and changes in syllabus design and its approach. It is suggested that speaking, listening and specialist vocabulary should be emphasized more in order to fulfil the ESP needs of Tour Guidance students. Applying skill based syllabus as primary and situational and content approaches to syllabus design as subordinate is suggested to be effective as well. Using instructional materials appealing to the sub dimensions of attitude is another suggestion presented (Ekici, 2003).

Dakhmouche Farida Rosa (2008) from Mentouri University investigated the ESP teaching in the Department of Computer Science in order to analyse the students'

needs. Her study was based on whether such analysis of needs is present in the elaboration of English programs to fifth year students at the Computer Science Department and how far such needs are taken into consideration in the teaching of that language. The data was collected by questionnaires and informal interviews with the teaching staff and department administration. A questionnaire with twenty questions has been administered to a sample of ten English language teachers who have been teaching at the Computer Science Department and a group of 36 fifth-year students have been selected at random to answer a questionnaire that has been designed in order to investigate fifteen queries. The reason for selecting only fifth year students was stated that they were at the end of the study and they were mature enough to understand and evaluate their level of achievement in English. The analysis of the questionnaire discovers the lacks and wants perceived by the students. It indicates that their ability of performance in either general or specific English was not satisfactory. She finds that they were interested in joining a job where English is required but she concluded that this may represent their target needs. Her investigation comes to the conclusion after the analysis of both the questionnaires that in the Department of Computer Science, University of Mentouri there is lack of proficient language teacher. English language teachers are not specialist and are not experienced at all for teaching ESP. She also points out that students' needs are not taken into account, as a result students fail to acquire the basic knowledge of both the English language and the Computer Science in which they are specialising. She suggested that for teachers not only an acceptable experience in EFL is needed but also a sufficient training in ESP is required. The principle of team-teaching and collaboration between language and computer science teachers should be put in practice and emphasised during the ESP process, language teachers should be aware of their roles as evaluators and researchers.

In the *Routledge Encyclopaedia of Language Teaching and Learning*, Geoff Brindley (2004) has given a brief overview of needs analysis, data collection procedures for conducting needs analysis, development of needs analysis in language learning, and issues and problems in conducting needs analysis. He also agreed to the fact that needs analysis has a great role in language learning and teaching. He added that "the results of needs analyses are used in language program

planning to make decisions about appropriate learning objectives, syllabus content, teaching and assessment methods, learning materials and resources”(2004:438).

It is mentioned that needs analysis involves the collection of both objective information (relating to the learner’s biographical data, learning purposes and language proficiency) and subjective information (relating to the learner’s attitudes, preferences, wants, and expectations) both during the instruction and before the instruction. Varieties of procedure for collecting data are suggested. It includes traditional research instruments to classroom methods: Questionnaire, structured interviews, group discussions with learners, collection and linguistic analysis of authentic spoken and written texts, language tests and assessments and case studies of individual learners.

Chang Jie (2013) in his case study has investigated the English learner needs of Chinese college students. In his investigation, 141 students from 6 different departments studying in Beijing Institute of Petrochemical Technology (BIPT) were involved. He has used five different methods for conducting needs analysis of the learners. The methods used were the tests of placement, observation of the classes, questionnaires, structured interviews, and network based interviews (i.e. chatting with the interviewees on internet). In his research, he has done the situational needs analysis, deficiency needs analysis and strategy needs analysis. According to his research, students of BIPT need different time length and fostering/teaching plan to reach the target learning which the basic college English curriculum requirements issued by Ministry of Education of P.R. China. His findings and results revealed that majority of students take teacher-centred style as their most acceptable and rewarding teaching style. It was also observed that majority of students do not expect teachers to deliver the course in English completely. Most importantly 51.1% of the students thinks that learning English is for the purpose of using it, not just passing exams.

Jeremy David Cowling (2007) gives a detailed description of the needs analysis (NA) stage in the development of a set of English language intensive courses at a large Japanese industrial firm in his paper, Needs Analysis: Planning a syllabus for a series of intensive workplace courses at a leading Japanese company. The case study describes the different methods which were employed in gathering data in

order to put together a syllabus outline. It includes discussion with the client of the Mitsubishi Heavy Industries (MHI), semi-structured interviews with the target group teachers and interviews with target group students. It also includes a structured open-ended questionnaire for students to complete with their senior employees. The structured questionnaire was set up as a homework task for the students of the general English course, they interviewed their seniors and then reported their results in the form of a short report. Cowling (2007) found this response to be very helpful for designing syllabus. Some of the response was predictable while other was not expected by him. Finally, he makes out that there was lots of emphasis on basic communication need for first meeting, introduction, greeting, hosting business visitors and general small talk situation with foreign business people. After the thorough analysis, comparison of the sources and methods Cowling (2007) makes it clear that MHI intensive syllabus required to do four things:

- “(a) Provide nine areas of study (one area for each intensive course) that would be helpful to the students in their working lives.
- (b) Provide a communicative course where students could adapt their current general English knowledge into business situations.
- (c) Provide a course that took into consideration cultural issues when communicating with `foreign businesspeople.
- (d) Provide realistic (authentic) examples of language.” (Cowling, 2007:433)

Based on the results of the needs analysis, Cowling (2007) designed notional-functional and task or content based syllabus as per their requirements. The syllabi were intended to give students practical English language training focusing on language used in business situations which they may encounter in their workplace.

Turgay Dinçay (2010) conducted a needs analysis of the twenty-two adult administrative human resources staff those who were working in the International Inlingua language learning centre in Istanbul. He designed the questionnaire in the light of the explanations and suggestions given by Hutchinson and Waters (1987) and Dudley-Evans and St. John (1998). For the convenience of the learner the questionnaire was given in Turkish. The findings from this analysis were used for

the organization of a six-week conversational English course and syllabus design. Dincay (2010) has explained and discussed the findings of the analysis. As only six questions were asked, he discussed them under six headings given below:

“1. The Duration of the Course

The learners preferred the course to be **extensive** in nature as the class duration was for 1 ½ hours twice a week over a 6-week duration (total of 18 hours).

2. Assessing the Course

It was not to be an assessed course. The learners were of the opinion that the **non-assessed** nature of the ESP course would help them to relax more during the classes as they could participate fully in the lessons without having the anxiety of failure.

3. The Aims of the Course

In this respect, both the **immediate** needs – what the students have at the time of the course – and **delayed** needs – the ones that will become significant later – were to be tackled equally.

4. Teacher as a Provider or Facilitator?

The expectation of the learners was that they expected the teacher to lead what they have to do and learn. In other terms, they wished to have a teacher who would work with them as a **facilitator** of all the activities in the classroom and encourage the students to map out the type of activities they wanted to do (e.g. listen to explanation of the staff, discuss in small groups, present two sets of solutions to her problem and seek her comments on their suggestion).

5. Broad or Narrow Focus

The course having a **narrow** focus was preferred as one of the key aims of the course which was to concentrate on a few target communicative events. In this instance, the course focused on everyday conversations and oral communicative events usually practiced by the learners. This was seen as being relevant to the learners' language needs because the key topics that were outlined suited the course aims.

6. Specific or Common-core Material

The common core material– material that uses carrier content which is either of a general academic nature or of a general professional nature – was the preference of the students. As the nature of the job of this group of learners involved using general English to deal with people at work, most of the materials were matched to the specific language expressions that they used at work. Therefore, I designed real-life situations such as role plays, conversations and dialogues that matched at their workplaces” (Dincay 2010:13-14). He also discussed the six types of syllabi: A Structural (Formal) Syllabus, A Notional/Functional Syllabus, A Situational Syllabus, A Skill-Based Syllabus, A Task-Based Syllabus and A Content-Based Syllabus. After studying the findings, he decided to design the Situational-Based Syllabus as he comes to the conclusion that it is the most appropriate syllabus from among the several distinct types of language teaching syllabi and prepared the course content for the Conversational English Class. He also added that advantage of the situational approach is that motivation will be heightened since it is “learner-rather than subject-centred.” (Wilkins.1976: 16). He has presented a course content of situational-based syllabus for six weeks in a form of a table.

Chamnong Kaewpet (2009) in his paper “A Framework for Investigating Learner Needs: Needs Analysis Extended to Curriculum Development” represents a framework for investigating the ESP needs of Thai Engineering students. His work is an attempt to update and improve an ESP course. His study and literature review indicates that learner needs will have to be addressed if the course is to be successful. The literature suggests important principles for investigating learner needs, specifying that attempts should be made to meet those needs in actual teaching and learning situations, which further involve attention to curriculum development. This research has resulted in a systematic interpretation and explanation on needs analysis. He recommended the use of multiple methods for data collection to get valid data while analysing the complex needs of the learners. He also suggested to treat needs analysis as an ongoing activity.

Kaepet (2009) in his paper has also given a brief description on several approaches to needs analysis. They are as follows: a sociolinguistic model (Munby, 1978), a systemic approach (Richterich & Chancerel, 1977), a learning-centred approach

(Hutchinson & Waters, 1987), learner-centred approaches (Berwick, 1989; Brindley, 1989) and a task-based approach (Long 2005a, 2005b). Furthermore, based on his personal teaching experience and the survey of the approaches he has discussed in his paper, he has listed some of the important principles for analysing learner needs. They are as follows: Give first priority to communication needs, give equal importance to learning needs, take 'context' into account, invite multiple perspectives, employ multiple data collection methods, treat needs analysis as an ongoing activity.

Juan Li (2014) discussed in his paper, the importance of needs analysis and the ways to apply needs analysis for the effective curriculum of business English. He observed in China that due to the influence of traditional teaching opinions and limited knowledge of needs analysis theories of the course designers and language teachers either needs analysis is being neglected or they cannot carry out needs analysis effectively. He has discussed four models of needs analysis and each model can identify language needs from different perspectives. These models are: target situation analysis (TSA), present situation analysis (PSA), Hutchinson and Waters' (1987) model and Dudley-Evans St John's (1988) model of needs analysis. He has explained application of needs analysis into business English curriculum design under four headings: (1) The analysis of present situation, (2) The analysis of the target needs (3) The analysis of localised features (4) Procedures of needs analysis. He has concluded in his paper that a well- established curriculum can only be designed by a thorough investigation of the needs of learners, teaching organization and the society.

1.7 Scope of the Present Study:

The review of literature suggests that there has been a demand to learn English. In Indian Educational System, there has been a growing number of individuals who require English for professional career purposes as well as for general educational purposes. This has led to a corresponding increase in attention on syllabus designing. The scope of the present study is to analyze the syllabi of the CBSE and BSEB to highlight the differences between the two syllabi and discuss its shortcomings and their learning outcomes.

The scope of the present study is to analyze the syllabus designed for both CBSE and BSEB schools in this context it is necessary

- To gather information and views on the target needs of secondary school students of both CBSE and BSEB schools from the learners.
- To evaluate the existing Secondary School English Syllabi,
- To analyze the gathered information and suggest some effective measure to redesign the English Syllabus which in turn, will enhance the language skills of students.

1.8 Conclusion

The literature review on needs analysis of ESL learners in the chapter highlights several types of need analysis, methods, forms, approaches, format and ways to carry out needs analysis. This survey foregrounds that whatever be the format or method of needs analysis, the main purpose is to determine what the actual needs of the learners are and what they actually want to learn. This chapter also includes statement of the Problem, rationale, research questions, hypothesis of the research and scope of the present study. Furthermore, the reviews of some of the books and article on ELT, on needs analysis and on theories of syllabus design are also given in this chapter.

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CHAPTER 2
NEEDS ANALYSIS: THEORETICAL
PERSPECTIVE

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NEEDS ANALYSIS: THEORETICAL PERSPECTIVE

2.1 Introduction

This chapter is exclusively devoted to explore the context of Needs analysis and also provides a closer look at the historical background of needs analysis. According to Fatihi (2003), in past few years, there has been a strong drift in course design with special focus flowing from teacher-centered to learner-centered activities; this has led to more credibility given to need based courses in ESL program. Needs analysis is a concept by which we can know the learners' necessities, needs, and lacks in order to develop courses that have a reasonable content for development in the classroom. Needs Analysis is also a process for identification and defining valid curriculum and instructional and management objectives, in order to facilitate learning in an atmosphere that is closely related to the real life situations of the student. Further, It focuses on the settings and roles that learner is likely to experience after he completes his formal education. Since there was a shift of attention from teaching language system to teaching the language as communication, which has highlighted the role of the learner and his needs in modern educational system.

'Language' has indeed played a significant role in a broader theory of communication. However, in the last few decades, the contributions of Hymes (1984), Labov (1970), and Widdowson (1983) were considered the basis for enhancing the *Communicative Syllabus Design*. Hymes (1971; 1973), in *Communicative Competence* highlighted the rules or directions to use without which the rules of grammar would be irrelevant. Labov (1970) had the same view, the rules we need will reflect how things can be done with words and how it can be interpreted and expressed as actions.

Halliday and Hasan (1976) published *Cohesion in English*, which was considered as a benchmark work, and was widely used as reference for the linguistic guidelines of text construction for writers of teaching materials, for advanced learners and for university level students of English. Widdowson (1978) in his book *Teaching Language as Communication*, proposed an entirely different form of teaching syllabus constructed around a graded selection of rhetorical (or communicational)

acts, which could be performed by the learner in using English for his specific purpose. The researcher, for example, would essentially make extensive use of such acts as definition, classification, deduction, and so on. Further, it would be beneficial for other learners to meet the need to communicate in day to day situation, which includes greetings, making social arrangement, and exchanging information.

Teaching curriculum is usually designed to answer the three basic questions: What is to be learned? How the learning should be undertaken and achieved? To what extent is the former appropriate and the latter effective? A communicative curriculum aims to place language teaching within the framework of this relationship between some specified purposes. The methodology however will be the means towards the achievement of those purposes, and the evaluation of the framework. Breen and Candlin (2001:9) proposed rationale in language teaching which must be considered such as

- (1) Communication as a general purpose,
- (2) The underlying demands on the learner that such a purpose may imply,
- (3) The initial contributions which learners may bring to the curriculum,
- (4) The process of teaching and learning,
- (5) The roles of teacher and learners,
- (6) The role of content within the teaching and learning, and finally
- (7) The place of evaluation of learner progress and evaluation of the curriculum itself from communicative point of view.

As earlier said, the switch of attention from teaching language system to teaching the language as communication highlighted the role of the learner and his needs. The possible uses of language is an extensive range of possible purposes and intentions that people have for using it, so, the emphasis on the use of language as communication concentrates on the users themselves. The major issues of the users of language, and especially those living in developing countries, is that though they have received several years of formal English teaching, they frequently remain deficient in the ability to actually use the language, and to understand its use in normal communication, whether in spoken or written mode. As a result there was a switch of

attention from teaching language system to teaching the language as communicative system.

2.2. Theoretical Issues

Needs analysis is a procedure for collecting information about learners and classroom activities to design a syllabus (Nunan, 1988). It is an important component for designing a language course. While designing a language course, it is essential for a teacher to have reliable information of their learner variables, in order to reduce the gap among learners, teachers, and teaching materials.

2.3. Historical Background of Needs Analysis

The Need Analysis in modern language teaching was first made by the Council of Europe Modern Language Projects group. This group promoted language learning in Europe and offered guidance and support to the many ‘partners for learning’ whose co-operation is necessary for the creation of a coherent and transparent structure of provision for effective learning, relevant to the needs of the learners as well as of the society (Van Ek and Trim, 1988). The literature on Needs Analysis (NA) suggests that, it has a long history in language teaching. As mentioned above, it was first proposed by the council of Europe Modern Language Project group before 1970s. The grammatical complexity of sentence structures was analysed to design structurally graded syllabus but this syllabus was criticized as it was not concerned with the learners’ needs at all (Fatihi et al, 2003).

Further, the second phase of communicative approach specifies the syllabus designers and began to focus on identifying the learners’ needs (Munby cited in Richards and Rodgers 1986). Based on a broad point approach to NA, Munby (1978) developed a NA model which was accepted widely by the syllabus designers (Fatihi 2003). In Munby’s (1978) NA model, both the data related to learners’ identity and the language needs of the participants were collected (Munby 1978 cited in Nunan 1988). Over the years, there was a significant shift from a narrow approach to a broader approach regarding NA, it has broadened the scope of NA and has resulted in a wide range of frameworks for NA. Now different types of frameworks for NA have been designed to identify different types of needs related to the language learning program.

2.4 Definition of Needs Analysis

Different linguistics has defined needs analysis from different perspective. Some of the important definitions of needs analysis given by different linguists are shown in the following table.

Name of the Linguist	Definition
Nunan, D. (1983)	“ Techniques and procedures for collecting information to be used in syllabus design”
Richards, J. (1992)	“The process of determining the needs for which a learner or a group of learners requires a language and arranging the needs according to priorities.”
Fatihi, A. R. (2003)	“ A device to know the learner’s necessities, needs and lacks”
Brindley, G. (1984)	“Learner’s wants, desires, demands, expectations, motivations, lacks, constraints and requirements.”
Munby, 1978;	Introduced 'communication needsprocessor' which is the basis of Munby's approach to needs analysis.
Chambers (1980)	Introduced the term Target Situation Analysis.
Hutchinson and Waters, 1987;	With the development of the Communicative Needs Processor (CNP) it seemed as if ESP had come of age. The machinery for identifying the needs of any group of learners had been provided: all the course designers had to do was to operate it.
Brindley & Berwick, 1989;	Offer definitions of different types of needs and accounts of various problems and limitations in making use of this concept, including ways in which we might usefully distinguish between needs identified by analysts and those expressed or experienced by learners.
Robinson, 1991;	Present situation analysis may be posited as a complement to target situation analysis
West, 1994;	In his state-of-the-art article, West (1994) gives a thorough overview of needs analysis in language teaching, including its history, theoretical basis, approaches to needs analysis,

	etc.
Johns, 1991;	For Johns (1991), needs analysis is the first step in course design and it provides validity and relevancy for all subsequent course design activities.
Iwai et al. 1999;	The term needs analysis generally refers to the activities that are involved in collecting information that will serve as the basis for developing a curriculum that will meet the needs of a particular group of students.
Hamp-Lyons, 2001;	argues for the need to see needs analysis as a fundamental step to an EAP approach ...
Dudley-Evans and St. John (1998)	Dudley-Evans and St. John (1998) suggest, needs were seen as discrete language items of grammar and vocabulary.

Above discussion concludes that, research on needs analysis is in nascent stage. According to the researchers, it is a process that gathers information from learners, teachers and language courses, in order to find out what language skills the learner's need to develop, why they should develop those skills and how they develop those in the best ways.

2.5 Types of Needs Analysis

Many linguists have recognized different types of Need Analysis. Some of them are as follows:

Nunan (1988) refers to two types of need analysis used by syllabus designers. They are:

1. Learner analysis: It carries information about learner.
2. Task analysis: It carries information about the tasks used in the classroom and expected by the learner.

Richterich (1983) advocates other two types of Need Analysis.

1. Subjective Needs Analysis: Subjective needs analysis carries subjective information that reflects the perceptions, goals, and priorities of the learner.

2. Objective Needs Analysis: It carries objective information that includes the factual fact about the learner. For example: biographical information on age, nationality, home language.

West (2003) has developed ideas of Needs Analysis taxonomies and talks about the following types of NA:

1. Target Analysis: It identifies the necessities, i.e. what the learners need to know in order to function effectively in the target situation.
2. Deficiency Analysis: It analyses the gap between the present knowledge of target learners and the knowledge they need to know or do at the end of the program.
3. Strategy Analysis: It identifies the learner's preferred learning styles.
4. Means Analysis: It deals with the logistics, practicalities and constraints of needs based language courses.
5. Language Audits: It is used in forming the basis of strategic decision on language needs and training requirements.

2.6. Importance of Needs Analysis

Needs Analysis is an important step towards understanding students' needs and to help the implementation of educational policies. Nunan (1988) claims that information got through NA can serve the following purposes.

1. NA can set the goals of the course and guide the selection of contents.
2. The gap between teacher's and learner's expectation can be minimized by using NA to modify the syllabus and methodology.
3. The gap between the teachers' and learners' expected teaching and learning approach can be identified.

West (1994) described NA as an assistance to the syllabus designer and a means to find out the acumen among various types of learners and also a framework to design courses based on their general needs. Richards (2001), stated that in a language teaching program NA can be used for the following purposes.

1. To find out the required language skills for a learner to perform a particular role, such as sales manager, university student.

2. To find out a gap between their present proficiency level and required proficiency.
3. To find out problem areas of the learners.

2.7 Theoretical Framework for Needs Analysis

There are different methods and techniques suggested for conducting a NA. The selection of techniques depends on the purpose of NA. Haque (2014: 4) in his work explained NA with an example, “If one tries to conduct a NA of the writing problem of the students at tertiary level, the information can be obtained from the following sources”:

1. Samples of student writing.
2. Test data on students’ performance.
3. Reports by teachers on typical problems students face.
4. Information from students via interviews and questionnaire.
5. Analysis of text books, teaching and academic writing.

Furthermore, Dudley-Evans and John (1998) advocates the following bases of NA for the purpose of evaluating learners’ and teachers’ attitudes, opinions and beliefs towards the proposed modification or innovation.

1. Information about why the learners are learning English, learners’ attitude to learn English, their previous learning experiences and cultural background.
2. Information about learners’ preferred learning style.
3. Information regarding the importance of particular skills for the learners and their preferred learning styles for learning those skills.

Nunan & Burton (1985) proposed a Need Analysis model based on the subjective and objective information. Their model consists of information from the following parameters.

1. Name
2. Occupation
3. Age
4. Nationality
5. Education

6. Proficiency
7. Communicative need
8. Learning goal

As mentioned earlier, needs analysis (also known as needs assessment) has a vital role in the process of designing and carrying out any language course, whether it be *English for Specific Purposes* (ESP) or general English course, and its significance has been approved by several scholars and authors.

According to Iwai, et.al.(1999), the term needs analysis usually refers to the activities that are involved in gathering information and will assist as the basis for developing a curriculum that will meet the needs of a particular group of students. Brindley (1989) and Berwick (1989) provide definitions of different types of needs and explanations of various problems and limitations in making use of this concept, including ways in which we might usefully distinguish between the needs recognized by analysts and those conveyed or experienced by learners.

According to Johns (1991), needs analysis is the first step in course design and it offers soundness and relevancy for all subsequent developments in the course design activities.

Although needs analysis, as we know it today, has gone through many stages, with the publication of Munby's *Communicative Syllabus Design* in 1978, situations and functions were set within the frame of needs analysis. In his book, Munby introduced 'communication needs processor' which is the basis of Munby's approach to needs analysis. Based on Munby's work, Chambers (1980) introduced the term Target Situation Analysis. From that time several other terms have also been introduced:

1. Present Situation Analysis,
2. Pedagogic Needs Analysis,
3. Deficiency Analysis,
4. Strategy Analysis or
5. Learning Needs Analysis,
6. Means Analysis,
7. Register analysis,
8. Discourse analysis, and
9. Genre Analysis.

2.8 Target Situation Analysis (TSA)

According to Chambers, TSA is “communication in the target situation” (Chambers, 1980:29). Needs analysis was established with firmness in the mid-1970s (West, 1998). Earlier needs analysis was mainly concerned with linguistic and register analysis, and as Dudley-Evans and St. John (1998) propose, needs were seen as separate language items of grammar and vocabulary. With the publication of the book *Communicative Syllabus Design* by Munby (1978), needs analysis progressed towards placing the learner’s purposes in the central position within the framework of needs analysis. Accordingly, the notion of target needs became paramount and research verified that function and situation were also fundamental. The term Target Situation Analysis (TSA) was, in actual fact, first used by Chambers in his 1980 article in which he tried to simplify the confusion of terminology.

2.9 Communicative Needs Processor

Munby (1978) presented Communicative Needs Processor (CNP) in his line of work. As Hutchinson and Waters (1987: 54) discussed: “With the development of the CNP it seemed as if ESP had come of age. The machinery for identifying the needs of any group of learners had been provided: all the course designers had to operate it”. In Munby’s CNP, the target needs and target level performance are established by investigating the target situation, and his overall model clearly ascertained the place of needs analysis as central to ESP, indeed it is considered as the necessary starting point in materials or course design (West, 1998). In the CNP, report is taken of “the variables that affect communication needs by organizing them as parameters in a dynamic relationship to each other” (Munby, 1978: 32).

Munby’s (1978) overall model is made up of the following elements:

1. Participants: information about the identity and language of the learners: age, sex, nationality, present command of target language, other languages known and extent of command;
2. Communication Needs Processor: investigates the particular communication needs according to sociocultural and stylistic variables which interact to determine a profile of such needs;
3. Profile of Needs: is established through the processing of data in the CNP;

4. In the Meaning Processor “parts of the sociocultural determined profile of communication needs are converted into semantic subcategories of a predominantly pragmatic kind, and marked with attitudinal tone” (Munby, 1978: 42);
5. The Language Skills Selector: identifies “the specific language skills that are required to realize the events or activities that have been identified in the CNP” (Munby, 1978: 40);
6. The Linguistic Encoder: considers “the dimension of contextual appropriacy” (Munby, 1978: 49), once the encoding stage has been reached;
7. The Communicative Competence Specification: indicates the target communicative competence of the participant and is the translated profile of needs.

From the aforementioned elements of the Munby (1978) model, the prime one or at least the one that has been referred to by other researchers of needs analysis is the Communication Needs Processor (CNP) which is the basis of Munby’s approach to needs analysis and establishes the profile of needs through the processing of eight parameters, the processing of which gives us a detailed description of particular communication needs (Munby, 1978). The parameters specified by Munby (1978) as cited in Songhori (2008: 6-7) are:

- Purposive domain: this category establishes the type of ESP, and then the purpose which the target language will be used for at the end of the course.
- Setting: the physical setting specifying the spatial and temporal aspects of the situation where English will be used, and the psychological setting specifying the different environment in which English will be used.
- Interaction: identifies the learner’s interlocutors and predicts relationship between them.
- Instrumentality: specifies the medium, i.e., whether the language to be used is written, spoken, or both; mode, i.e., whether the language to be used is in the form of monologue, dialogue or any other; and channel of communication, i.e., whether it is face to face, radio, or any other.
- Dialect: dialects learners will have to understand or produce in terms of their spatial, temporal, or social aspect.

- Communicative event: states what the participants will have to do productively or receptively.
- Communicative key: the manner in which the participants will have to do the activities comprising an event, e.g. politely or impolitely.
- Target level: level of linguistic proficiency at the end of the ESP course which might be different for different skills.

The Munby's (1978) CNP aims to find thoroughly about the linguistic form a prospective ESP, which the learner is likely to use in various situations in his target working environment. The effect of the processing data by means of Munby's model is, as Hutchinson and Waters (1987) explains what the learner needs to identify in order to function effectively in the target situation. Most succeeding target needs analysis research was based on Munby's (1978) model for the reason that it offers comprehensive data banks and target performance (Robinson, 1991).

The researchers in the field of target situation needs analysis followed Munby's (1978) CNP. Hutchinson and Waters (1987) provided a complete target situation analysis framework, consisted a list of questions, the analyst should find answers to. For Hutchinson and Waters (1987:7) the analysis of target situation needs is "in essence a matter of asking questions about the target situation and the attitudes towards that situation of various participants in the learning process".

Munby's (1978) model has few critics/ drawbacks like any other model. He provided a detailed list of micro functions in his CNP. One thing which he did not included was how to prioritize them or few factors which is recognized as important in recent context (Dudley-Evans and St. John, 1998). West (1994: 9-10) mentions the shortcomings of the Munby's (1978) model in terms of four headings:

1. Complexity: Munby's attempt to be systematic and comprehensive inevitably made his instrument inflexible, complex, and time-consuming.
2. Learner-centeredness: Munby claims that his CNP is learner-centered. The starting point may be the learner but the model collects data about the learner rather than from the learner.

3. Constraints: Munby's idea is that constraints should be considered after the needs analysis procedure, while many researchers feel that these practical constraints should be considered at the start of the needs analysis process.
4. Language: Munby fails to provide a procedure for converting the learner profile into a language syllabus.

Hutchinson and Waters (1987) also point out that it is too time-consuming to write a target profile for each student based on Munby's model. This model only considers one viewpoint, i.e. that of the analyst, but neglects others (those of the learners, user-institutions, etc.). Meanwhile, it does not take into account of the learning needs nor it makes a distinction between necessities, wants, and lacks.

2.10 Present Situation Analysis (PSA)

Present situation analysis may be suggested as a complement to target situation analysis (Robinson, 1991; Jordan, 1997). If target situation analysis attempts to institute what the learners are expected to be like at the completion of the language course, present situation analysis tries to recognize what they are like at the beginning of it. As stated "a PSA estimates strengths and weaknesses in language, skills, learning experiences" Dudley-Evans and St. John (1998: 125). If the purpose to which the students need to get is to be established, first the starting point has to be demarcated, and this is provided only by means of Present Situation Analysis.

The term PSA (Present Situation Analysis) was initially projected by Richterich and Chancerel (1980). In this approach the sources of information are the students themselves, the teaching establishment, and the user-institution, e.g. place of work (Jordan, 1997). The PSA can be conducted by means of established placement tests. On the other hand, the background information, e.g. years of learning English, level of education, etc. about learners can provide us with ample information about their present abilities which can thus be anticipated to some extent.

Needs analysis is seen as a blend of TSA and PSA. It is observed that within the realm of ESP, one cannot trust either on TSA or PSA as a reliable indicator of what is needed to improve learning and reaching the desired objectives. Therefore, other approaches to needs analysis have been proposed, such as Pedagogic Needs Analysis.

2.11 Pedagogic Needs Analysis

The term “pedagogic needs analysis” was projected by West (1998) as an umbrella term which gives a description of the three rudiments of needs analysis namely: Deficiency Analysis, Strategy Analysis or Learning Needs Analysis and Means Analysis. According to him, the fact that limitations of target need analysis should be compensated by gathering data about the learner and also the learning environment.

(a) Deficiency Analysis

Hutchinson and Waters (1987), defined in his work “lacks” of the learner, which is similar to the deficiency analysis. Similarly, Allwright (1982, cited in West, 1994), explained the approaches to needs analysis that has been developed to consider learners’ present needs or wants, it may be termed as analysis of learners’ deficiencies or lacks. “From what has already been said, it is obvious that deficiency analysis is the route to cover from point A (present situation) to point B (target situation), always keeping the learning needs in mind. Therefore, deficiency analysis can form the basis of the language syllabus (Jordan, 1997) because it should provide data about both the gap between present and target extra linguistic knowledge, mastery of general English, language skills, and learning strategies” (Sanghori, 2008:11)

(b) Strategy Analysis or Learning Needs Analysis

As the name suggests, this type of needs analysis deals with the strategies that learners employ in order to learn another language. This analysis emphasizes on how the learners wish to learn rather than what they need to learn (West, 1998). All the above-mentioned approaches to needs analysis, TSA, PSA, and to some extent deficiency analysis, have not been concerned with the learners’ views of learning. Allwright (1982), a pioneer in the domain of strategy analysis (West, 1994) stated from the students’ opinions of their needs in their own expressions (Jordan, 1997). Allwright (1982) has made a distinction between needs (the skills which a student sees as being relevant to himself or herself), wants (those needs on which students put a high priority in the available, limited time), and lacks (the difference between the student’s present competence and the desired competence). Further, his thoughts were embraced by Hutchinson and Waters (1987), who advocated a learning-

centered approach in which learners' learning needs play a crucial role. If the expert, by means of target situation analysis, tries to find out what learners do with language (Hutchinson and Waters, 1987) learning needs analysis will tell us "what the learner needs to do in order to learn" (Hutchinson & Waters 1987:54). Clearly, advocated a process-oriented approach, not a product- or goal-oriented one. For them "ESP is not a product but an approach to language teaching which is directed by specific and apparent reasons for learning" (Hutchinson and Waters, 1987:16). Bower (1980) who has noted the importance of learning needs:

"If we accept...that a student will learn best if what he wants to learn, less well what he only needs to learn, less well still what he either wants or needs to learn, it is clearly important to leave room in a learning programme for the learner's own wishes regarding both goals and processes"(Jordan 1997: 26)

(c) Means Analysis

Means analysis attempts to examine those thoughts that Munby (1978) rejects (West, 1998), that is, matters of logistics and pedagogy that led to debate about practicalities and constraints in implementing needs-based language courses (West, 1994). Dudley-Evans and St. John (1998: 125) suggest that means analysis provides us "information about the environment in which the course will run" and thus tries to familiarise ESP course to the cultural environment in which it will be run. One of the main issues means analysis is concerned with is:

"Acknowledgement that what works well in one situation may not work in another" (Dudley-Evans and St. John, 1998: 124), and that, as noted above, ESP syllabi should be sensitive to the particular cultural environment in which the course will be imposed. Or as Jordan (1997) says it should provide us with a tool for designing an environmentally sensitive course.

2.12 Register, Discourse, and Genre Analysis

In this section the emphasis will be on the description of the language in ESP. The terms Register Analysis, Discourse Analysis, and Genre analysis are discussed below:-

2.12 (a) Register analysis

Initial studies carried out in this area focused on vocabulary and grammar (the elements of sentence). This stage took place mainly in the 1960s and early 1970s. The main reason behind register analysis was the pedagogic one of making the ESP course more relevant to learners' needs (Hutchinson and Waters, 1987).

Register analysis, also called "lexicostatistics" by Swales (1988: 189, cited in Dudley-Evans and St. John, 1998) and "frequency analysis" by Robinson (1991: 23) focused on the grammar and "structural and non- structural" vocabulary (Ewer and Latorre, 1967: 223, cited in West, 1998). The assumption behind register analysis was that, while the grammar of scientific and technical writing does not differ from that of general English, certain grammatical and lexical forms are used much more frequently (Dudley-Evans and St. John, 1998).

It was noted that register analysis operates only for word and sentence level and is not applicable for other levels. Register analysis was criticized by few researchers, which is listed below:

- It restricts the analysis of texts to the word and sentence level (West,1998);
- It is only descriptive, not explanatory (Robinson, 1991);
- Most materials produced under the banner of register analysis follow a similar pattern, beginning with a long specialist reading passage which often lacks authenticity (Dudley-Evans and St. John, 1998).

2.12 (b) Discourse Analysis

While register analysis can be used only at word and sentence level, the next phase of development concentrated to the level above the sentence and intends to find out the way sentences were combined into discourse (Hutchinson and Waters, 1987). Another researcher, West (1998) suggests that the reaction against register analysis in the early 1970's emphasized on the communicative values of discourse rather than the lexical and grammatical properties of register.

The pioneers in the field of discourse analysis (also called rhetorical or textual analysis) were Lackstorm, Selinker, and Trimble (1973), they tried to account for the special use of tenses in specialised texts rather than on the sentence, and also on the writer's purpose rather than on form (Robison, 1991). In practice, according to West

(1998), this approach tends to concentrate on how sentences are used in the performance of communication and to generate materials based on functions.

One of the limitations of the discourse analysis is that, its treatment remains incomplete, identifying the functional units of which discourse was composed at sentence/utterance level but offering limited guidance on how functions and sentences/utterances fit together to form text (West, 1998). There is also the threat that the findings of discourse analysis, which are concerned with texts and how they work as pieces of discourse, fail to take sufficient account of the academic or business context in which communication takes place (Dudley-Evans and St. John, 1998).

2.12 (c) Genre Analyses

Discourse analysis may overlap with genre analysis. Dudley-Evans and St. John (1998: 87) give a clear distinction between the two terms:

“Any study of language or, more specifically, text at a level above that of sentence is a discourse study. This may involve the study of cohesive links between sentences, of paragraphs, or the structure of the whole text. The results of this type of analysis make statements about how texts -any text-work. This is applied discourse analysis. Where, however, the focus of text analysis is on the regularities of structures that distinguish one type of text from another, this is genre analysis and the results focusing on the differences between text types, or genres.”

The term ‘genre’ was given by Swales (1981, cited in Robinson, 1991). His definition of genre is: "a more or less standardized communicative event with a goal or set of goals mutually understood by the participants in that event and occurring within a functional rather than a personal or social setting" (Swales, 1981: 10-11, cited in Robinson, 1991). Bhatia (2004) who is one of the researchers in the field of genre analysis has his definition of ‘genre analysis’ as the study of linguistic behaviour in institutionalized academic or professional setting (Bhatia, 2004). In his article, Bhatia distinguishes four, though systematically related, areas of competence that an ESP learner needs to develop so as to get over his/her lack of confidence in dealing with specialist discourse. These four areas are:

1. Knowledge of the Code which is the pre-requisite for developing communicative expertise in specialist or even everyday discourse.
2. Acquisition of Genre Knowledge which is the familiarity with and awareness of appropriate rhetorical procedures and conventions typically associated with the specialist discourse community.
3. Sensitivity to Cognitive Structures, that is, since certain lexical items have specialist meanings in specific professional genres, a number of syntactic forms may also carry genre-specific restricted values in addition to their general meanings codified in grammar books. Thus, it is imperative that the specialist learner become aware of restricted aspects of linguistic code in addition to the general competence he or she requires in the language.
4. Exploitation of Generic Knowledge, that is, it is only after learners have developed some acquaintance or, better yet, expertise at levels discussed above, that they can confidently interpret, use or even take liberties with specialist discourse.

Genre-analysis is an approach that goes two steps beyond register analysis and one step beyond discourse analysis, although it is drawn from the findings of both. According to Bhatia (2004), the benefit of a genre- based approach to the teaching and learning of specialist English, is that the learner does not learn language in isolation from specialist contexts, but tries to make relevant connection between the use of language and the purpose of communication. The learner is always aware of the question, why do members of the specialist discourse community use the language in this way?

There are different approaches to needs analysis which attempts to meet the needs of the learners in the process of learning a second language. Not a single approach to needs analysis can be a reliable indicator of what is needed to enhance learning. A modern and comprehensive concept of needs analysis is proposed by Dudley-Evans and St. John (1998: 125) which encompasses all the above-mentioned approaches. Their current concept of needs analysis includes the following:

1. Environmental situation - information about the situation in which the course will be run (means analysis);

2. Personal information about learners - factors which may affect the way they learn (wants, means, subjective needs);
3. Language information about learners - what their current skills and language use are (present situation analysis);
4. Learner's lacks (the gap between the present situation and professional information about learners);
5. Learner's needs from course - what is wanted from the course (short-term needs);
6. Language learning needs - effective ways of learning the skills and language determined by lacks;
7. Professional information about learners - the tasks and activities English learners are/will be using English for (Target Situation Analysis and objective needs);
8. How to communicate in the target situation – knowledge of how language and skills are used in the target situation (register analysis, discourse analysis, genre analysis).

Now days, there is an awareness of the fact that different types of needs analyses are not exclusive but complementary and that each of them provides a piece to complete the jigsaw of needs analysis. All the works done in ESP have sought to promote the communicative nature of language teaching, because starting with register analysis, ESP teachers have been very concerned with the needs of students as they have used the language, rather than language per se. For this reason, today needs analysis should not be (and is not) of concern only within the field of ESP, but also that of General English because the needs of the learners is of paramount importance in any language process.

Means Analysis:	The environment in which the course will be run.
Register Analysis:	Focuses on vocabulary and grammar of the text.
Deficiency Analysis:	Considers learners' present needs and wants.
Genre Analysis:	Focuses on the regularities of structure that distinguishes one type of text from another.
Discourse Analysis:	Investigates how sentences combine into discourse.
Strategy or Learning Needs Analysis:	Includes subjective, felt and process-oriented needs.

Target Situation Analysis:	Includes objective, perceived and product-oriented needs.
Present Situation Analysis:	Estimates strengths and weaknesses in language, skill, learning experience.

Needs analysis plays a significant role in second language or foreign language learning classes. It is important because needs analysis teachers, learners, teaching materials, teaching procedures-all make a harmonious relationship that enhances learners' learning. But in our country no study is carried out for the language needs of the learners. The teachers often do not understand what learners' language needs are. On the other hand learners become confused about what they are actually learning and why they are learning so. For these reasons, even after completing graduation, the proficiency level of the learner in English remains poor. But all these problems can be handled effectively through a study of the language needs of the students.

2.13 Theories of Syllabus Design

There has been a growing number of individuals who are in need of English for occupational and vocational purposes, as well as for general educational purposes. This has led to a corresponding increase in attention on syllabus design.

2.14 Distinction between Curriculum and Syllabus

In view of Allen (1984) "Curriculum" is a very general concept. It includes consideration of philosophical, social and administrative factors which contribute to the planning of an educational programme. "Syllabus" then refers to that subpart of a curriculum which is concerned with the specification of what units will be taught. Noss and Rodgers (1976) defines a language syllabus as a set of justifiable, educational objectives specified in terms of linguistic content". Here the description of objectives must have something to do with language form or substance, with language-using situations, or with language as a means of communication. In the words of Strevens (1977) the syllabus is, "partly an administrative instrument, partly a day-to-day guide to the teacher, partly a statement of what is to be taught and how, sometimes partly a statement of an approach ... The syllabus embodies that part of the language which is to be taught, broken down into items, or otherwise processed for teaching purposes."

In Wilkins' (1981) words, syllabuses are "specifications of the content of language teaching which have been submitted to some degree of structuring or ordering with the aim of making teaching and learning a more effective process."

Johnson (1982) explains syllabus as an "Organized syllabus inventory" where "syllabus inventory" refers to the items to be taught.

Crombie (1985) also defines "syllabus" as a list or inventory of items or units with which learners are to be taught. But Corder (1975) points out that it is more than just an inventory of items. Candlin (1984) takes a different stand when he says that syllabuses are "social constructions, produced interdependently in classrooms by teachers and learners ... They are concerned with the specification and planning of what is to be learned, frequently set down in some written form as prescriptions for action by teachers and learners."

Basically, a syllabus can be seen as "a plan of what is to be achieved through our teaching and our students' learning" (Breen, 1984) while its function is "to specify what is to be taught and in what order" (Prabhu, 1984).

2.15 Place of Syllabus in Language Teaching

Reilly(1988), has talked about six different types of syllabi and the place of syllabus in his article 'Approaches to Foreign Language Syllabus Design' published in 1988. According to him "to design a syllabus is to decide what gets taught and in what order" Reilly(1988).

Reilly (1988) emphasised that selection of a syllabus is a major decision in language teaching, and it should be made as determinedly and with as much information as possible. It is a matter of confusion over the years "as to what different types of content are possible in language teaching syllabi and as to whether the differences are in syllabus or method" Reilly (1988). He has discussed six major types of syllabi, these types may be executed in various teaching situations.

2.16 Types of Syllabi

There are mainly six types of syllabi and the types are not entirely distinct from each other. Reilly (1988) points out that almost all actual language teaching syllabi are combinations of two or more of the types defined here. For a given course, one type

of syllabus usually dominates, while other types of content may be combined with it. The six types of syllabi are presented here. The characteristics of individual syllabi are defined as follows:

1. Structural (formal) syllabus: The content of language teaching is a collection of the forms and structures, usually grammatical, of the language being taught. Examples include nouns, verbs, adjectives, statements, questions, subordinate clauses, and so on.
2. Notional/functional syllabus: The content of the language teaching is a collection of the functions that are performed when language is used, or of the notions that language is used to express. Examples of functions include: informing, agreeing, apologizing, requesting; examples of notions include size, age, color, comparison, time, and so on.
3. Situational syllabus: The content of language teaching is a collection of real or imaginary situations in which language occurs or is used. The primary purpose of a situational language teaching syllabus is to teach the language that occurs in the situations. Examples of situations include: seeing the dentist, complaining to the landlord, buying a book at the book store, meeting a new student, and so on.
4. Skill-based syllabus: The content of the language teaching is a collection of specific abilities that may play a part in using language. Skills are things that people must be able to do to be competent in a language, relatively independently of the situation or setting in which the language use can occur. Skill-based syllabi group linguistic competencies (pronunciation, vocabulary, grammar, and discourse) together into generalized types of behavior, such as listening to spoken language for the main idea, writing well-formed paragraphs, giving effective oral presentations, and so on.
5. Task-based syllabus: The content of the teaching is a series of complex and purposeful tasks that the students want or need to perform with the language they are learning. The tasks are defined as activities with a purpose other than language learning, but, as in a content-based syllabus, the performance of the tasks is approached in a way that is intended to develop second language ability. Task-based teaching has the goal of teaching students to draw on resources to complete some piece of work (a process). The students draw on a

variety of language forms, functions, and skills, often in an individual and unpredictable way, in completing the tasks. Tasks that can be used for language learning are, generally, tasks that the learners actually have to perform in any case. Examples include: applying for a job, talking with a social worker, getting housing information over the telephone, and so on.

6. Content-based-syllabus: The primary purpose of instruction is to teach some content or information using the language that the students are also learning. The students are simultaneously language students and students of whatever content is being taught. The content teaching is not organized around the language teaching, but vice-versa. Content-based language teaching is concerned with information, while task-based language teaching is concerned with communicative and cognitive processes. An example of content-based language teaching is a science classtaught in the language the students need or want to learn, possibly with linguistic adjustment to make the science more comprehensible.

Reilly (1988) insists that while discussing syllabus choice and design, it should be kept in mind that the issue is not which type to choose but which types, and how to relate them to each other.

In the words of Munby (1984), syllabus design is a matter of specifying the content that needs to be taught and then organizing it into a teaching syllabus of appropriate learning units. According to Maley (1984:77), syllabus design encompasses the whole process of designing a language programme. He says that "the needs analysis which produces an order unit of items to be taught is organically related to a methodology consistent with the syllabus, a set of techniques consistent with the methodology, and evaluation procedure consistent with the whole.

Taba (1962) promoted a general model by giving the following steps:

- needs analysis -
- formulation of objectives -
- selection of content -
- organization of content -
- selection of learning activities -

- organization of learning activities -
- decisions about what needs evaluating and how to evaluate.

It can be concluded that syllabus design involves a logical sequence of the above mentioned stages and therefore attempts should be made to take into account the result of the need analysis while designing syllabus.

2.17 Conclusion

This chapter exclusively explored the context of Needs analysis and theoretical issues regarding needs analysis. Moreover it also provides a closer look at the historical background of needs analysis. Definitions of needs analysis by several Linguists, types of Needs Analysis, importance of Needs Analysis, theoretical framework of Needs Analysis are also presented in this chapter. Furthermore a brief discussion on Target Situation Analysis (TSA), Present Situation Analysis (PSA), Pedagogical Needs Analysis, Register, Discourse and Genre Analysis has been done. This chapter also attempts to discuss on theories of syllabus design, distinction between curriculum and syllabus, place of syllabus in language teaching and some of the important types of syllabi.

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HAPTER 3
TELESCOPING THE SYLLABUS OF CBSE
AND BSEB

CHAPTER 3

Telescoping the syllabus of Central Board of Secondary Education (CBSE) and Bihar School Examination Board (BSEB)

3.1 Introduction

This chapter tries to telescope the curriculums of Central Board of Secondary Education (CBSE) and Bihar School Examination Board (BSEB) for class ninth and tenth (IX & X). CBSE comes under the Union Government of India. It is a board of education for public and private schools. It was formed in 1962. CBSE is the most popular board in India, more than 17176 schools in India follow CBSE.

The Bihar School Examination Board (BSEB) is a board of education functioning under Government of Bihar, devised to facilitate education and conduct examinations at secondary and senior secondary standard in both government and private schools, belonging to state of Bihar on the basis of syllabus as prescribed by the Bihar School Examination Board.

3.2 Syllabus of English under CBSE

CBSE offer two different papers for English teaching; English Language and Literature (paper code- 184) and English Communicative (paper code- 101). Both of the papers carry same weightage, rationale and learning outcomes.

Syllabus of English for class IX and X CBSE is divided into four sections according to different language skills and their weightage of marks in the assessment of English language and literature. The four sections are Reading skills carrying twenty (20) marks, Writing Skills with Grammar carrying twenty-five (25) marks and Literature Textbooks and Long Reading Text carrying twenty-five (25) marks, Assessment of Speaking and Listening (ASL) carrying twenty (20) marks.

It is mentioned in the syllabus that there will be one written test of English at the end of each term that is summative assessment (SA) - I and Summative assessment (SA) II. There is a distribution of chapters for prose, poetry, supplementary reader and novel/ long reading text for SA-1 and SA-2 respectively. The distribution of marks for each question and the area of skill which is intended to be tested is clearly given in the

syllabus. For testing analytical and critical thinking skills of the learner, CBSE has added an open text based assessment (OTBA) under reading skill for ten (10) marks.

3.2.1 Syllabus Class IX CBSE(attached as appendices 1 and 2). Analysis of syllabus and their learning outcomes.

Classification of syllabus has been explained/discussed under four headings:

- 1) Reading Skills: It is expected that a learner should have an excellence of vocabulary, conceptual understanding of the text at the end of the session. They should have the sense of decoding, analyzing, inferring and interpreting the text through reading. Learners will be expected to develop the ability of critical and intellectual thinking. The Assessment of Reading skills includes ten very short answer questions each carrying one mark and two long answer questions, to which students will have to respond in one hundred to one hundred twenty (100-120) words carrying five (5) marks each.
- 2) Creative Writing Skills and Grammar: Writing skills include creative writing skills and grammar. The grammar portion includes the following areas:
 - (a) Tenses
 - (b) Modals (have to/ had to, must, should, need, ought to and their negative forms).
 - (c) Use of passive voice
 - (d) Subject-verb concord
 - (e) Reporting
 - i) Commands and requests
 - ii) Statements
 - iii) Questions
 - (f) Clauses:
 - iv) Noun clauses
 - v) Adverb clauses of condition and time
 - vi) Relative clauses
 - (g) Determiners, and
 - (h) Prepositions

The grammar items may be tested through gap filling with one word to test prepositions, articles, conjunctions and tenses. The test may also include editing or omission of words or grammatical items and sentences re-ordering or sentence transformation in context.

Creative writing skills may be tested by asking the learners to write a letter to editor/diary/ article/short story based on given outline/visuals or verbal cue/s.

The assessment of writing skill includes ten very short answer questions each carrying one mark, one long answer question to which students have to respond in one hundred to one hundred twenty (100-120) words, it carries five (5) marks. One very long answer question to respond in one hundred to hundred and fifty (100-150) words for ten (10) marks. Learners' competence and the learning outcomes were tested at the end of the session by the summative assessment. Learners' ability of expressing an opinion, justifying, illustrating, appropriateness of style and tone, ability of using appropriate format and fluency in writing text will be tested. Furthermore, their ability of applying conventions and using integrated structures with accuracy and fluency will also be analyzed through test.

3) Literature and Textbooks: For teaching Language, text books of literature (184); *Beehive* (textbook for class IX), *Moments* (supplementary reader for class IX) and one Novel whether *Gulliver's Travel* or *Three Men in a Boat* are prescribed in the syllabus. There are three books prescribed for the paper English Communicative (101) they are *Main course book*, *literature Reader* and a *Work book*.

Extracts from prose and poetry will be given in the test paper for reference to context to improve the learner's ability of recalling, reasoning etc. One mark in each extract will be for vocabulary. It is mentioned in the syllabus that there will be one question for testing local and global comprehension of themes and ideas. Learners were supposed to answer in thirty to forty words for each question. Long answer type questions will be given to assess how the values inherent in the texts have been brought out. Through these answers of around eighty to hundred words, learner's creativity, their level of imagination and extrapolation beyond the text and across the texts will be assessed. There will be one very long answer question on theme or plot involving interpretation and inference and character sketch in about 100-120 words on prescribed novel. Learners will be expected to have the ability of extracting relevant information, identifying the central theme and sub themes, understanding the writer's message and writing fluently.

4) Assessment of Speaking and Listening Skills: Fifty periods are assigned for the speaking and listening skills. Syllabus clearly emphasized to carry out speaking and

listening activities in regular classroom teaching. Sufficient practice should be given to students in order to prepare them for ASL. It is mentioned in the syllabus that assessment of speaking and listening skills (ASL) will be done formally at the term end examination in Summative assessment-II. It is suggested that schools can conduct ASL for Summative Assessment-I themselves as per the guideline provided by the CBSE.

3.2.2 Syllabus class X CBSE (attached as appendices 3 and 4) Analysis of syllabus and their learning outcomes.

Classification of syllabus has been explained/discussed under four headings:

1) Reading Skills: For reading skills, fifty periods are supposed to be taken. It is expected at the end of the session that learners should have an excellence of vocabulary, conceptual understanding of the text, they should have the sense of decoding, analyzing, inferring and interpreting the text through reading. Learners will be expected to develop the ability of critical and intellectual thinking. The Assessment of Reading skills for class X includes twelve very short answer questions (VSAQ) each carrying one mark and four short answer questions to which students will have to respond in thirty to forty (30-40) words carrying two (2) marks each.

2) Creative Writing Skills and Grammar: Writing skills include creative writing skills and grammar, it is supposed to be completed in sixty classes. The grammar portion includes the following areas:

1. Tenses
2. Modals (have to/ had to, must, should, need, ought to and their negative forms).
3. Use of passive voice
4. Subject-verb concord
5. Reporting
 - (i) Commands and requests
 - (ii) Statements
 - (iii) Questions
6. Clauses:
 - (iv) Noun clauses
 - (v) Adverb clauses of condition and time
 - (vi) Relative clauses
7. Determiners, and
8. Prepositions

The grammar items may be tested through gap filling with one word to test prepositions, articles, conjunctions and tenses. The test may also include editing or omission of words or grammatical items and sentences reordering or sentence transformation in context.

Creative writing skills may be tested by asking the learners to write a letter to editor/diary/article/short story based on given outline/visuals or verbal cue/s.

The assessment of writing skill includes ten very short answer questions each carrying one mark, one long answer question to which students have to respond in one hundred to one hundred twenty (100-120) words, it carries five (5) marks. One very long answer question to respond in one hundred to hundred and fifty (100-150) words for ten (10) marks. Learners' competence and the learning outcomes were tested at the end of the session by the summative assessment. Learners' ability of expressing an opinion, justifying, illustrating, appropriateness of style and tone, ability of using appropriate format and fluency in writing text will be tested. Furthermore, their ability of applying conventions and using integrated structures with accuracy and fluency will also be analyzed through test.

3) Literature Textbooks: Sixty classes are supposed to be taken for the completion of the course that comes under literature textbooks and novel. For teaching language, text books of literature (184); *First Flight* (textbook for class X), *Footprints without Feet* (supplementary reader for class X) and one long reading text that is novel whether *Diary of a Young Girl-1947* or *The Story of My Life* are prescribed in the syllabus. There are three books prescribed for the paper English Communicative (101) they are *Main course book*, *literature Reader* and a *Work book*.

Extracts from prose and poetry will be given in the test paper for reference to context to improve the learner's ability of recalling, reasoning etc. One mark in each extract will be for vocabulary. It is mentioned in the syllabus that there will be one question for testing local and global comprehension of themes and ideas. Learners were supposed to answer in thirty to forty words for each question. Long answer type questions will be given to assess how the values inherent in the texts have been brought out. Through these answers of around eighty to hundred words, learner's creativity, their level of imagination and extrapolation beyond the text and across the texts will be assessed. There will be one very long answer question on theme or plot

involving interpretation and inference and character sketch in about 100-120 words on prescribed novel. Learners will be expected to have the ability of extracting relevant information, identifying the central theme and sub themes, understanding the writer's message and writing fluently.

4) Assessment of Speaking and Listening Skills: Fifty periods are assigned for the speaking and listening skills. Syllabus clearly emphasized to carryout speaking and listening activities in regular classroom teaching. Sufficient practice should be given to students in order to prepare them for ASL. It is mentioned in the syllabus that assessment of speaking and listening skills (ASL) will be done formally at the term end examination in Summative assessment-II. It is suggested that schools can conduct ASL for Summative Assessment-I themselves as per the guideline provided by the CBSE.

3.2.3Observation:

It was observed that as mentioned in the syllabus enough time was given for the improvement of the English language. But all the four skills were not equally treated in the syllabus as well as in the classroom. The syllabus reveals that there is not a single book or topic is assigned for the practice of speaking and listening skills all though fifty classes were assigned for speaking and listening skills. Teacherswere advised to encourage classroom interaction among peers, students and teachers through activities such as role play, group work,etc.,but it was not being followed regularly in the classroom. Due to lack of proper practice,learners were unable to become an effective listener as well as a fluent speaker, to speakwith appropriate pronunciation andwith proper accent.“Listening skill, which plays an important role not only in communication but also in interpersonal relationships, is unfortunately one of those skills that is given the least significance in school education. Teachers generally believe that the listening skill emerges spontaneously in time, just like breathing. However, listening skill can only be improved by hard work and repetition as it is the case in reading skill”. (Kutlu &Aslanoglu, 2009)

Though the performance of the learners were satisfactory, but they were not much competent and proficient as they were supposed to be. Performance of the learners in writing and reading skillswas good but they need more practice in speaking and listening skills to become a proficient English speaker in future. According to Kutlu

&Aslanoglu (2009,2014), “Reaching educational achievement is not probable for a student, who cannot comprehend what he listens to or reads, and who is not capable of expressing his ideas and feelings clearly and accurately through verbal or written communication. Developing the students’ listening skills is directly related to putting forward the factors that take a part in the listening process. In other words, determining the factors that play a role in the listening process is of vital importance not only to the schools and families that educate students, but also to the institutions that train teachers”.

3.3Syllabus of English underBSEB (attached as appendices 5 and 6): These syllabi are easily available in almost every book shop in Bihar. As a researcher, I have noticed that all the BSEB affiliated schools are following this syllabus. They are the revised syllabus for the 2015-16 batch while on internet there is another syllabus which was used to be followed in 2008. This syllabus is available with more details (attached as appendix 7) and has a long list of learning objectives, learning strategies, learning outcomes etc. I found this syllabus more effective and perfect if it could be followed as per the instructions and details mentioned in it. However, the present study has focused only on the current syllabus.

3.3.1 Syllabus class IX BSEB (attached as appendix 5)

Syllabus of English for class IX is divided into five sections. All the sections and their distribution of marks are as follows:

SECTIONS	TEACHING ITEMS	MARKS
A	Reading	30
B	Writing: Letter and short writing task.	20
C	Grammar and translation	20
D	Text books & supplementary readers(prose and poetry)	20
E	New supplementary reader	10

- 1) Reading Skills: As shown in the syllabus, one chapter of prose and poetry is supposed to get completed in a month and after every two or three months one month is assigned for complete revision only. There are only two books for English; *Panorama part-1* for reading prose and poetry and *Panorama English Reader part-1* for supplementary reader.
- 2) Writing Skills: The syllabus focus on practicing letter writing, paragraph writing, writing report, notices and messages as well as translation of Hindi into English. Letter writing includes formal letters and informal letters.

Informal letters include writing letter to friends and family. Formal letters include writing letter to chairman of panchayat or mukhiya, to Headmaster, to a bookseller and to editor.

3) Grammar: This section includes; sequence of tenses in connected speech, reported speech in extended texts, modals, use of active and passive, subject/verb concord, non-finite, punctuation marks, synthesis using cohesive devices, preposition, clauses, phrases and idioms.

3.3.2 Syllabus class X BSEB

Syllabus of English for class X is divided into four sections. A brief summary of the syllabus is given below with reference to the syllabus (attached as appendix 6):

SECTIONS	TEACHING ITEMS	MARKS
A	Reading	20
B	a) Letter writing	8
	b) A short writing task	12
C	a) Grammar	15
	b) Translation	5
D	a) English reader	30
	b) Supplementary reader	10

- 1) Reading Skill: There is no specific description of any sub skills of reading to be focused in course of English syllabus. Two books are prescribed for reading skills. They are the continuation of books prescribed for class ninth. *Panorama part-II* for prose and poetry and *Panorama English Reader part-II*.
- 2) Writing Skills: The syllabus focus on practicing letter writing, paragraph writing, writing report, notices and messages as well as translation of Hindi into English. Letter writing includes formal letters and informal letters. Informal letters include writing letter to friends and family. Formal letters include writing letter to the principal, to the municipal commissioner, to the postmaster, to telephone authorities, to a bookseller and to the editor. Short writing task includes writing a paragraphs, reports, notices and messages.

3) Grammar: Grammar syllabus includes; sequence of tenses in connected speech, reported speech in extended texts, use of non-finites, use of passive voice, punctuation marks, preposition, synthesis using, phrases and idioms including phrasal verbs and prepositional phrases, clauses, subject verb agreement.

3.3.3 Observation: It was observed that English in BSEB affiliated schools is taught as a subject not as a language. It is quite clear from the syllabus that it does not focus on developing communicative skills, rather its focus is only to complete the syllabus before examination. It follows the methodology of rote learning. The syllabus reveals that it has completely ignored the listening and speaking skills of language.

Syllabus of BSEB does not focus on teaching language. English is taught only as a subject to complete the course at the school level. Writing skills are mainly focused in the syllabus. There are literature books assigned for reading but it does not work on pronunciation, building vocabulary and accent. Except writing skills, students were in need to know much about reading, listening and speaking skills.

3.4 Conclusion

This chapter dealt with the close observation and analysis of the syllabi of English followed in CBSE and BSEB affiliated schools. It comes to the conclusion that CBSE syllabus gives enough time for the improvement of the English language. Though the syllabus does not treat all the four skills equally, still it was found that CBSE syllabus is better than BSEB syllabus because CBSE focus on all the four skills and teach

English as a language not only as a subject while BSEB syllabus has completely ignored the speaking and listening skills and taught English only as a subject not as a language. Syllabus of BSEB could not make the students competent enough to become a proficient English speaker. In CBSE affiliated schools, students are being assessed for their speaking and listening skills while there is no such kind of assessment in the BSEB schools. It further suggests that there is a need to teach communicative skills to school students as they are required to communicate effectively in different communicative situations, think creatively and critically, demonstrate good interpersonal and team skills. Therefore, the English courses in CBSE and BSEB schools should be modified based on the needs of the students and expectations of the university administration.

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CHAPTER 4

STATISTICAL ANALYSIS OF THE DATA ELICITED: ANALYSIS OF THE RESULT

CHAPTER 4

STATISTICAL ANALYSIS OF THE DATA ELICITED: ANALYSIS OF THE RESULT

4.1 Introduction

This chapter provides at length the results of the empirical investigation and their significance in a given situation. Besides, it also furnishes the aim, nature and methodology adopted for the data collection, analysis and the graphic representation of the results. This chapter is divided into three sections:

- A.** Statistical Analysis of the Data Elicited from the CBSE Students.
- B.** Statistical Analysis of the Data Elicited from the BSEB Students.
- C.** Comparative Need Analysis of BSEB and CBSE Students

4.2 The Aim of the Survey

The teaching and learning of English in India has a long history. Keeping in view the significance of the need analysis in the process of learning a second/foreign language this research survey aims at the analysis of students' needs for learning English in India.

4.3 Methodology

The present study took into consideration the following aspects of research methodology:

4.3.1 Research Instrument

A set of questionnaire for the students of class IX and X were designed and developed. The questions were chosen so as to entice the responses of students regarding the curriculum of Bihar School Education Board (BSEB) and Central Board of Secondary Education (CBSE) and also to find their needs of English language and methodologies and instruction they wanted to have in their curriculum. The questions were developed on the basis of different questionnaires consulted. A set of questions was also adapted from Nunan (1999) for the comparative analysis of BSEB and CBSE students.

4.3.2 Details of the questionnaire designed for data collection

The questionnaire consisted of seven sections. (Attached as appendix 14)

- I. Student Profile:** The first section of the questionnaire is based on students' profile it consisted of six biographical questions like name, age, gender, class, regional and educational background. For any survey some basic information is required for the analysis. This section is the base of the study which gave the details of the respondents and their background.
- II. Objective Needs:** The second section of the questionnaire has four questions. The purpose of these questions was to get information about students' background and his level of language proficiency.
- III. Self-Assessment/Language Ability:** The third section deals with respondents' self-assessment of their language ability and their self-esteem. This section has 19 questions with three options; Yes, Sometime and No.
- IV. Learning Strategies/Ways of Learning:** This section was designed to gather information about the likes of the respondents regarding various learning strategies and ways of learning.
- V. Instruction/Method of Teaching:** The purpose of this section was to know about the existing teaching methodology and the pattern of teaching in their classroom.
- VI. Questions on Syllabus:** This section has five questions regarding the curriculum of the English course taught in their classroom. The purpose was to get information about the syllabus pattern and to analyze whether the learners are satisfied with the existing syllabus or not.
- VII. Comparative Need Analysis Of BSSE And CBSE Students:** This section has five questions and also a set of questionnaire adopted from Nunan (1999) which has 25 questions individually. These questions were selected in order to analyze the subjective as well objective needs of the students and to compare the needs and ability of BSEB and CBSE students.

4.3.3 Data Collection

The survey was conducted in August 2015. The process of the collection of data started with a brief introduction about the purpose of the survey and aims of the questionnaire. The respondents were made sure of the confidentiality of their

responses. I have tried my level best to make the respondents comfortable and confident to give fair and honest response. I have explained each section of the questionnaire and the reason behind each question, so that they can respond correctly. Some of the students were shy, some of them refused to respond but majority of students cooperated and responded honestly.

The questionnaire was distributed in 3 BSEB and 5 CBSE schools in East Champaran and Darbhanga in Bihar. The places were chosen on the basis of convenience sampling. Total correct responses were 233 and 245 from Bihar and CBSE Boards respectively.

4.4 Analysis and Interpretation of the Questionnaire

The data collected was scored, codified, tabulated and analyzed in the light of the principles of statistical methods. The data was analyzed using the SPSS software 17.0 version. The questionnaires were devised to elicit linguistic and personal data. In the analysis of the questions, the frequency table does not mention an option which had not been marked by any respondent.

A. STATISTICAL ANALYSIS OF THE DATA ELICITED FROM THE CBSE STUDENTS

I. Student Profile

From CBSE board there were hundred (100) students from class ninth (IX) and one hundred forty five (145) students from class tenth (X) who responded to the questionnaire. Out of two hundred forty five (245) students there were one hundred sixty four (164) male students and eighty one (81) female students. Thirty six (36) students belong to rural background while rest of two hundred nine (209) students belong to urban background.

II. Objective Needs (Questions 1 to 4):

(Objective needs provide information about students' background and his level of language proficiency).

As shown in table 1, in response to the first question (what is the medium of instruction in your school?) 100% students of CBSE board responded English as the medium of instruction in their school.

Table 1: Q1-What is the medium of instruction in your school?

Options	Frequency	Percent
ENGLISH	245	100.0
Total	245	100.0

None of them responded Hindi as the medium of instruction. This suggests that all the CBSE board Schools in Bihar provide medium of instruction as English.

Table 2:Q2- Do you think you are proficient enough to understand courses taught in English?)

Options	Frequency	Percent
YES	130	53.06
NO	115	46.93

In response to second question (Do you think you are proficient enough to understand courses taught in English?), Table 2 shows that around 54 percent students of CBSE board are proficient enough to understand the courses taught in English and 47 percent students feel that they are not proficient enough to understand courses taught in English.

Table 3:Q3-In which skill area do you find slower improvement?

Options	Frequency	Percent
LISTENING	11	4.5
SPEAKING	232	94.7
WRITING	2	.8
Total	245	100.0

In response to question 3 (In which skill area do you find slower improvement?) more than 94 percent students find their improvement slower in speaking skill only 0.8 percent find their slow improvement in writing and 4.5 percent students have slower improvement in listening. Findings presented in Table 3 suggest that 94 percent students of CBSE board schools feel that they are slower in improving their speaking skill as compared to the three other skills that are reading, writing and listening skills.

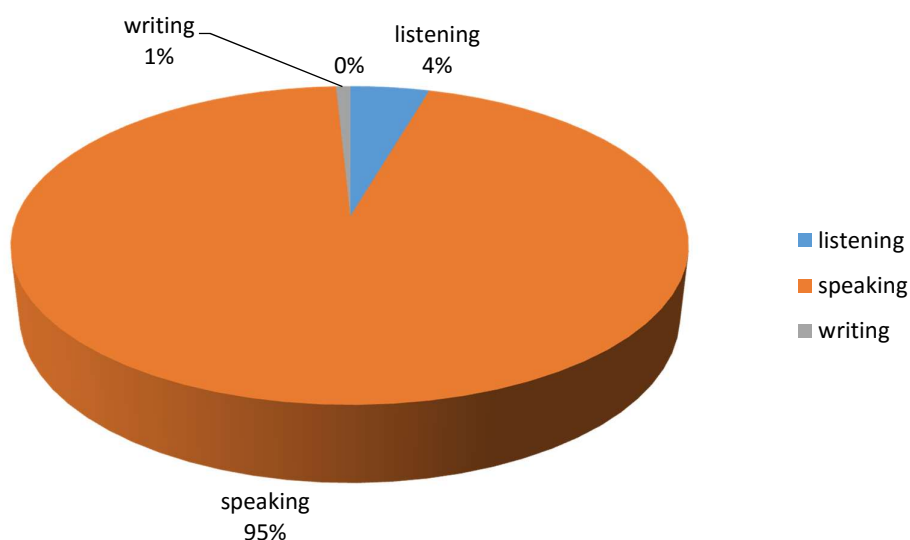


Figure 1: In which skill area do you find slower improvement?

Table 4:Q4-In which skill area do you find yourself most deficient?

Options	Frequency	Percent
LISTENING	11	4.5
SPEAKING	211	86.1
READING	7	2.9
WRITING	16	6.5
Total	245	100.0

In response to question 4 (In which skill area do you find yourself most deficient?), Table 4 clearly shows that 86 percent students of CBSE board find themselves most

deficient in speaking skill as compared to the other skills in which only 2.9% are deficient in reading skill while 11% find themselves deficient in listening skill and remaining 6.5% are deficient in writing skill. These findings clearly justify question 3 discussed above. Table 4 shows that most of the CBSE students in Bihar found themselves most deficient in speaking skill. Students of CBSE need to focus more on their speaking skill..

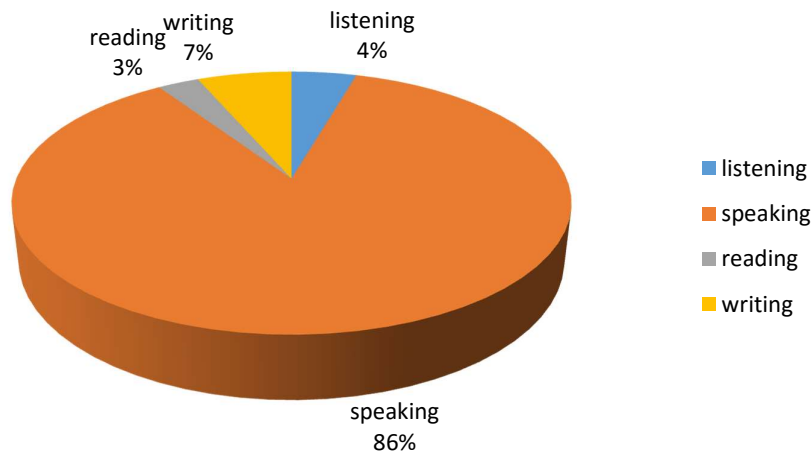


Figure 2: In which skill area do you find yourself most deficient?

III. Self-Assessment/ Language Ability

This section of the questionnaire has 19 sub sections (question 5A-5S). This section dealt with the respondents' self-assessment of their language ability and also their self-esteem. The students were questioned about their English language proficiency in various situations.

Table 5:Q5A-Can you listen to and understand an English program?

Options	Frequency	Percent
YES	209	85.3
SOMETIMES	32	13.1
NO	4	1.6
Total	245	100.0

In response to the question 5A (can you listen to and understand an English program?), 85.3% students responded 'yes', 13.1% responded 'sometime' and only 1.6% responded 'no'. This suggests that more than 85 percent students of CBSE think that they are able to listen and understand an English program while only less than 2 percent feel that they cannot. It also indicates that around 15 percent CBSE students need to improve their listening skills.

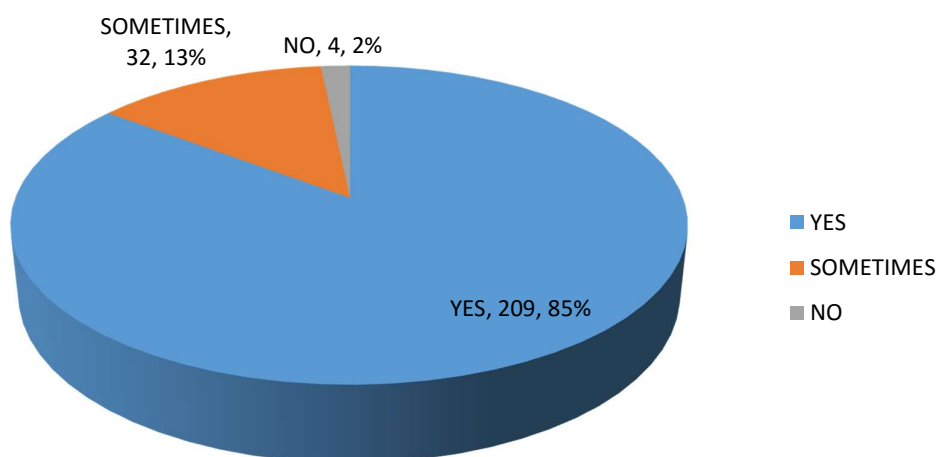


Figure 3: Can you listen to and understand an English program?

Table 6:Q5B-Can you listen to and understand your friend when he/she speaks English?

Options	Frequency	Percent
YES	230	93.9
SOMETIME	15	6.1
Total	245	100.0

In response to question 5B (can you listen to and understand your friend when he/she speaks English?), 94% students responded 'yes' rest of them responded 'sometime' while no one opted 'no'. The findings show that 94% CBSE students believe that they can listen and understand English only 6% of them feel that sometimes they

understand and sometimes they do not. Table 5 and table 6 indicate that some of the CBSE students need to improve their listening skill.

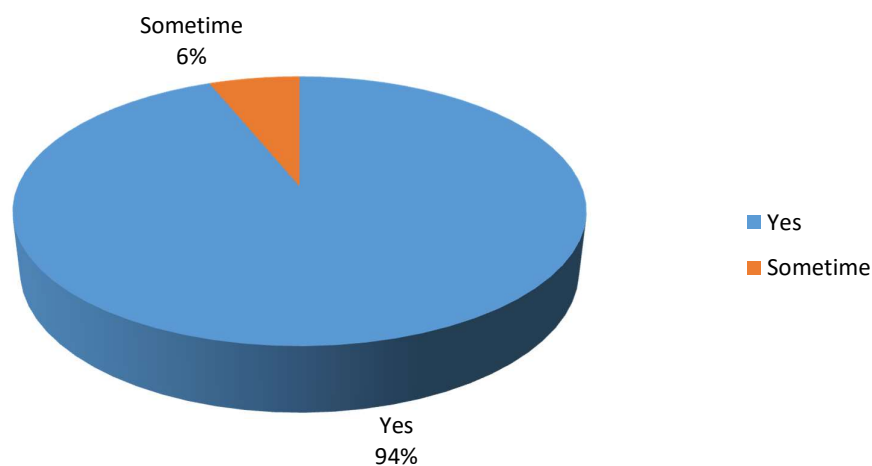


Figure 4-Can you listen to and understand your friend when he/she speaks English?

Table 7:Q5C- Can you listen to and understand your English teacher?

Options	Frequency	Percent
YES	212	86.5
SOMETIME	29	11.8
NO	4	1.6
Total	245	100.0

In response to question 5C (can you listen to and understand your teacher?), when students were asked whether they can listen and understand English teacher, 86% students responded 'yes', 12% opted sometimes while only 2% responded 'no'. The findings suggest that CBSE students are proficient enough to listen and understand what is taught in English by their English teacher but they need to improve their listening ability for different situations as discussed in table 5, 6 and 7.

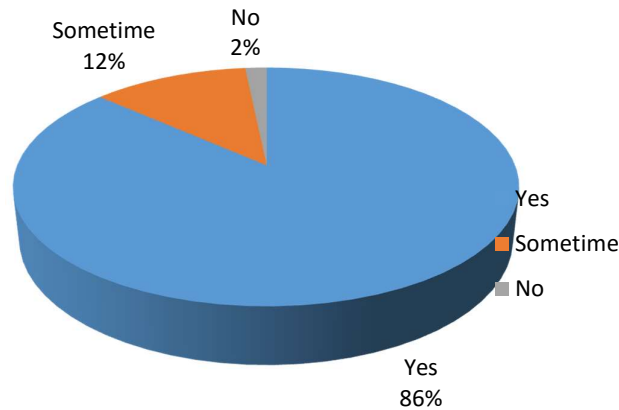


Figure 5-Can you listen to and understand your English teacher?

Table 8:Q5D- Can you listen to and understand TV news?

Options	Frequency	Percent
YES	182	74.3
SOMETIME	63	25.7
Total	245	100.0

In response to question 5D (Can you listen to and understand TV news?), 74% students responded 'yes' while rest of the students responded 'sometime'. The findings suggest that most of the CBSE students believe that they can listen and understand TV news.

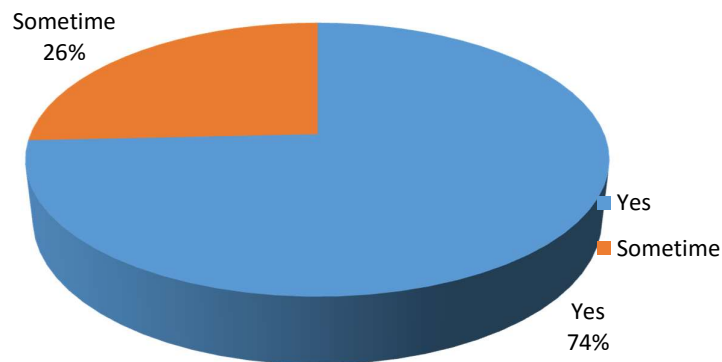


Figure 6-Can you listen to and understand TV news?

Table 9:Q5E-Can you listen to and understand or repeat English songs?

Options	Frequency	Percent
YES	40	16.3
SOMETIME	180	73.5
NO	25	10.2
Total	245	100.0

In response to question 5E (Can you listen to and understand or repeat English songs), only 16% responded 'yes' while majority of 74% responded 'sometime' and 10% responded 'no'. The findings reveal that majority of CBSE students believe that they cannot understand and repeat English songs. These findings also indicate that CBSE students need to improve their listening ability as discussed above.

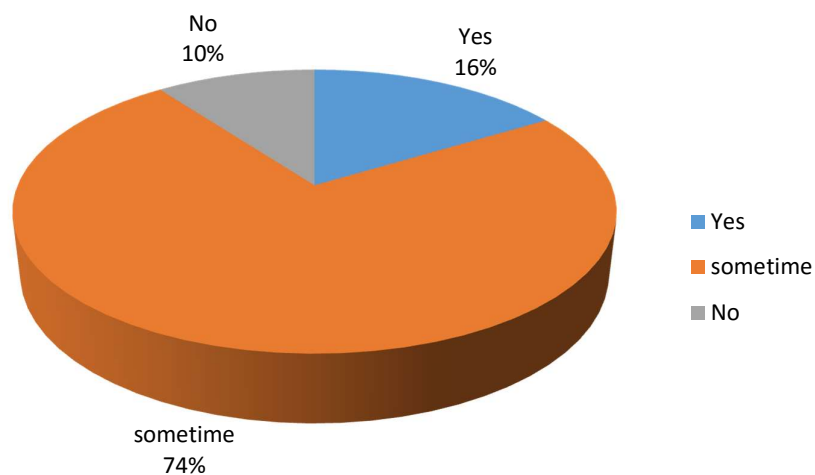


Figure 7-Can you listen to and understand or repeat English songs?

Table 10:Q5F- Do you have problem in oral communication?

Options	Frequency	Percent
YES	232	94.7
SOMETIME	11	4.5
NO	2	.8
Total	245	100.0

When the students were asked if they have problem in oral communication, out of 245 students 232 students responded 'Yes', 11 students opted 'sometime' while only 2 students believe, they do not have problem in oral communication. The findings shown in the table 10 justifies the findings presented in table 3. The findings clearly indicate that majority of CBSE students need to improve their oral communication.

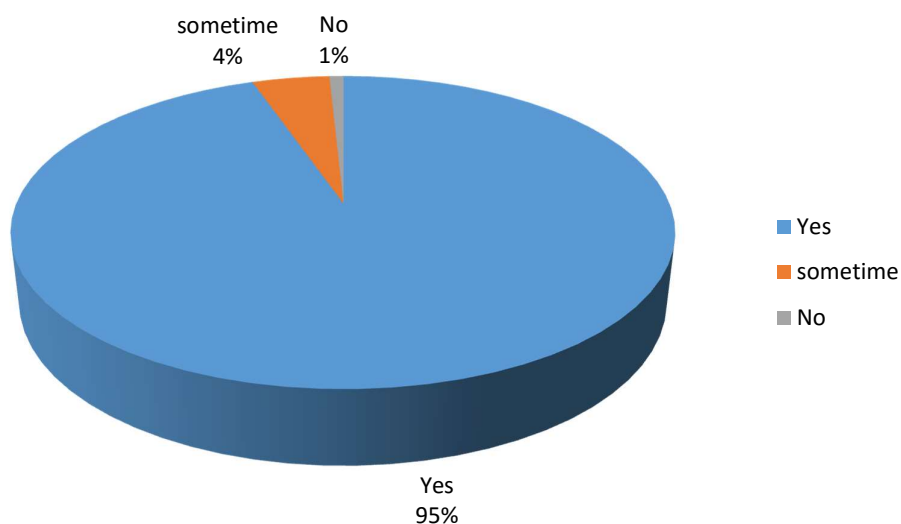
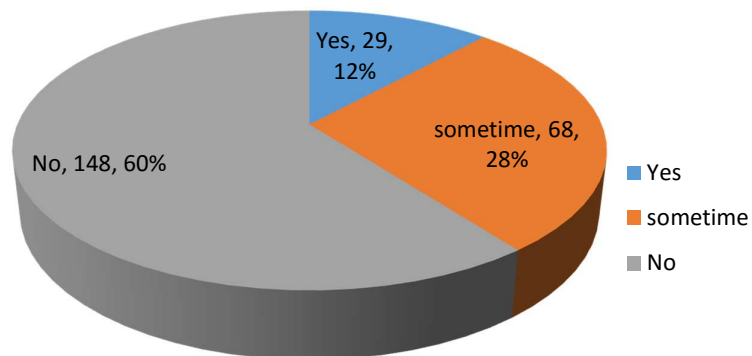


Figure 8- Do you have problem in oral communication?

Table 11:Q5G- Do you have problem in using words?

Options	Frequency	Percent
YES	29	11.8
SOMETIME	68	27.8
NO	148	60.4
Total	245	100.0

In response to question 5G (Do you have problem in using words?), 60% students responded 'no' while only 11% responded 'yes' and rest of them responded 'sometime'. The findings shown in the table 11 suggest that 60% CBSE students believe that they do not have problem in using words rest of 40% students need to practice and learn how to use appropriate words while speaking English.

**Figure 9-Do you have problem in using words?****Table 12:Q5H- Do you have problem in pronunciation/accent?**

Options	Frequency	Percent
YES	16	6.5
SOMETIME	148	60.4
NO	81	33.1
Total	245	100.0

When the students were asked do they have problem in pronunciation/accent? 60% students responded 'sometime' while only 7% percent students responded 'yes' and rest 33% responded 'no'. This suggests that 33% students were confident about their pronunciation, 60% might have some problem in pronunciation while 7% students admitted that they have problems in pronunciation and accent. The findings clearly indicate that students are not confident regarding their correct pronunciation and accent. So, they need to improve their pronunciation through proper practice and guidance.

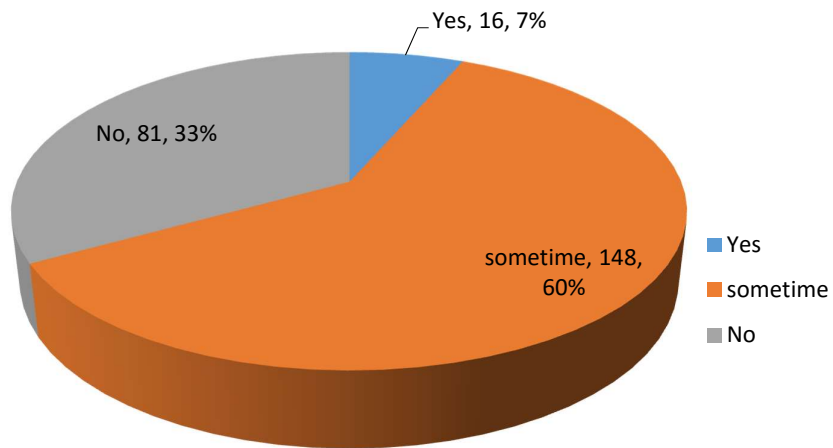


Figure 10-Do you have problem in pronunciation/accent?

Table 13:Q5I-Do you have problem in sentence formation?

Options	Frequency	Percent
YES	18	7.3
SOMETIME	112	45.7
NO	115	46.9
Total	245	100.0

In response to question 51 (Do you have problem in sentence formation?), almost 7% students responded ‘yes’, 46% students responded ‘sometime’ and 47% students responded ‘no’. The findings suggest that only 47% CBSE students were confident not to have problem in sentence formation.

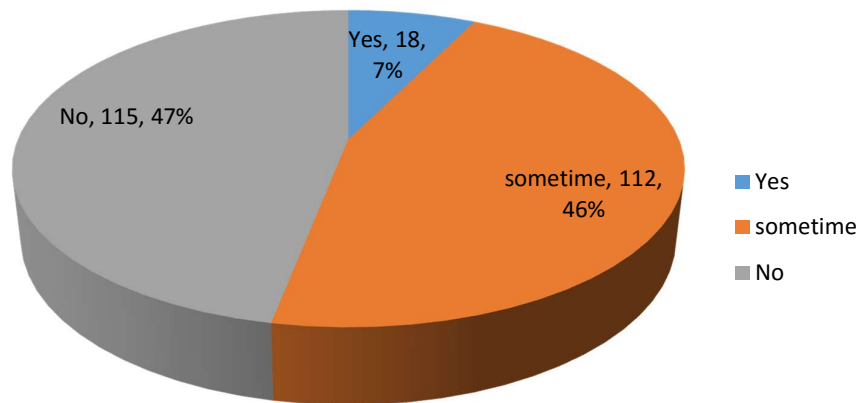


Figure 11-Do you have problem in sentence formation?

Table 14:Q5J-Are you conscious about grammar?

Options	Frequency	Percent
YES	154	62.9
SOMETIME	33	13.5
NO	58	23.7
Total	245	100.0

When the students were asked ‘are they conscious about grammar?’ 63% students agreed to this point.13% students marked ‘sometime’ while 24% students believe that they do not get conscious about grammar. The findings show that majority of CBSE students confessed that they were conscious about grammar.

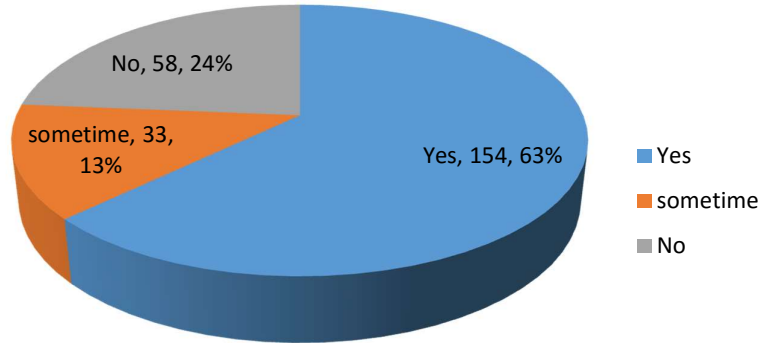


Figure 12-Are you conscious about grammar?

Table 15:Q5K-Are you hesitant due to grammar?

Options		Frequency	Percent
Valid	YES	67	27.3
	SOMETIME	34	13.9
	NO	137	55.9
	Total	238	97.1
Missing	0	7	2.9
Total		245	100.0

Last question was rephrased, this time the students were asked ‘are they hesitant due to grammar’. 7 students out of 245 did not respond to the question. 56% responded ‘no’ while response for ‘sometime’ was almost same that is 14%, as shown in the figures 12 and 13 respectively. The findings show that 28% students feel that they are hesitant due to grammar. It suggests that majority of CBSE students believe they are not hesitant due to grammar.

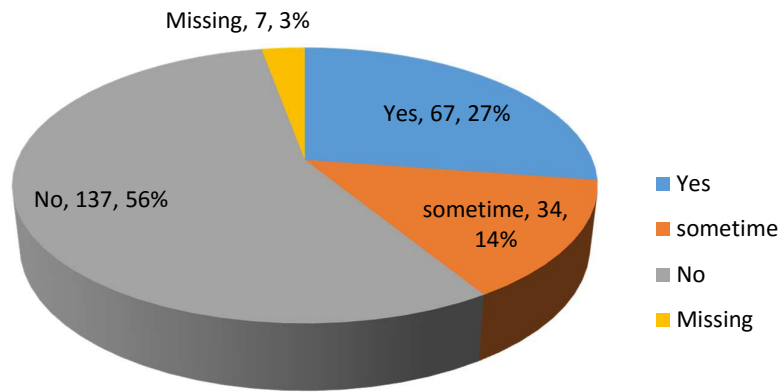


Figure 13-Are you hesitant due to grammar?

Table 16:Q5L-Do you have problem in tense?

Options		Frequency	Percent
Valid	YES	46	18.8
	SOMETIME	67	27.3
	NO	128	52.2
	Total	241	98.4
Missing	0	4	1.6
Total		245	100.0

In response to question 5L (Do you have problem in tense?), 53% students responded 'no' while only 19% responded 'yes', the rest 27 % responded 'sometime'. The findings in the table 16 suggest that only 52% students believe that they do not have problem in tense.

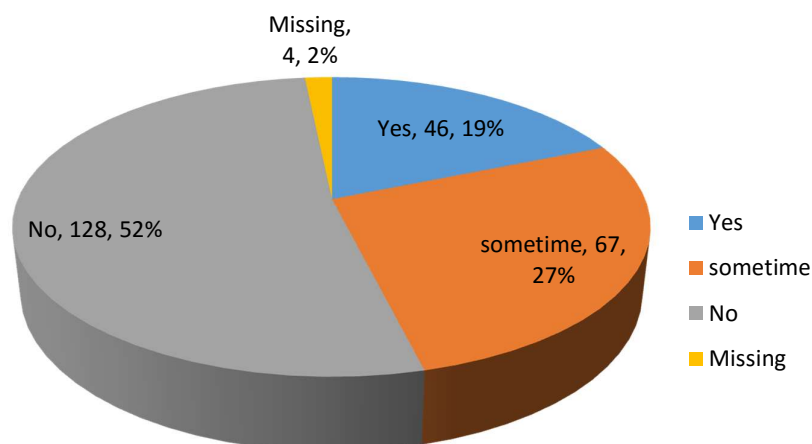


Figure 14-Do you have problem in tense?

Table 17:Q5M-Can you pronounce sounds correctly?

Options		Frequency	Percent
Valid	YES	178	72.7
	SOMETIME	33	13.5
	NO	29	11.8
	Total	240	98.0
Missing	0	5	2.0
Total		245	100.0

When the students were asked ‘are they able to pronounce sounds correctly?’, 74% students responded ‘yes’ only 12% responded ‘no’ and 14% responded ‘sometime’. The findings in the table 17 suggest that majority of CBSE students believe that they can pronounce sounds correctly. But as compared with the table 12, students were not confident when they were asked about their proper pronunciation and accent. This may suggest that though they believe that they may pronounce individual sounds correctly but they do not have confidence in speaking English language with proper pronunciation/accent.

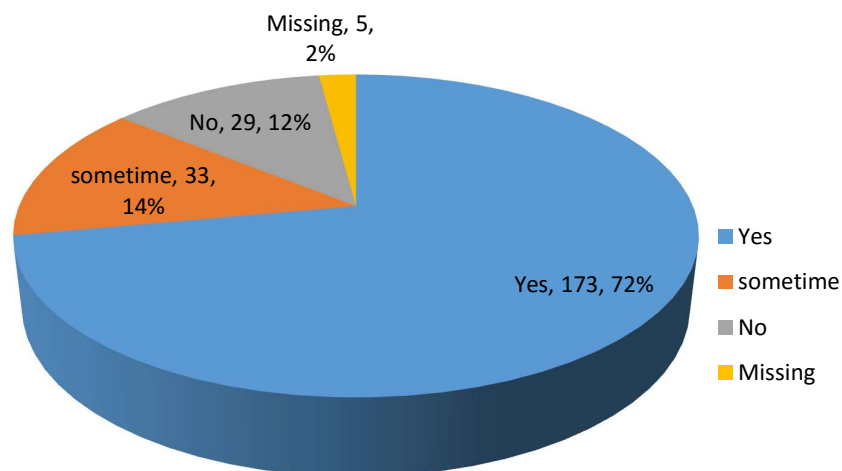


Figure 15-Can you pronounce sounds correctly?

Table 18:Q5N-Do you feel shy when you speak in English with your teacher?

Options		Frequency	Percent
Valid	YES	186	75.9
	SOMETIME	44	18.0
	NO	11	4.5
	Total	241	98.4
Missing	0	4	1.6
Total		245	100.0

As represented in the table 18, in response to question, ‘Do you feel shy when you speak in English with your teacher?’, 76% students admit that they feel shy, only 5% said ‘no’ 18% responded ‘sometime’. 4 students did not respond for this question. The findings suggest that majority of CBSE students feel shy when they speak in English with their teacher.

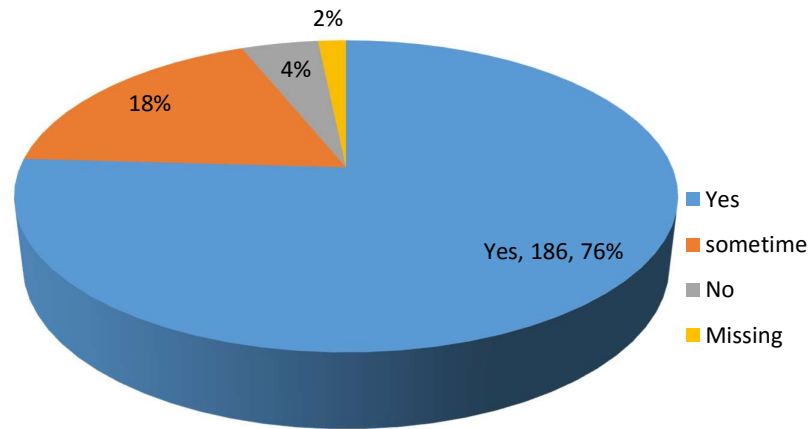


Figure 16-Do you feel shy when you speak in English with your teacher?

Table 19:Q5O-Do you feel nervous when you speak in English with your teacher?

Options		Frequency	Percent
Valid	YES	130	53.1
	SOMETIME	58	23.7
	NO	54	22.0
	Total	242	98.8
Missing	0	3	1.2
Total		245	100.0

When the previous question was rephrased there was some changes in the students' response. 54% student responded that they get nervous while speaking to their teacher in English. 24% responded 'sometime' while 22% responded 'no'. Three students did not respond. The findings suggest that 53% CBSE students get nervous when they speak in English with their teacher.

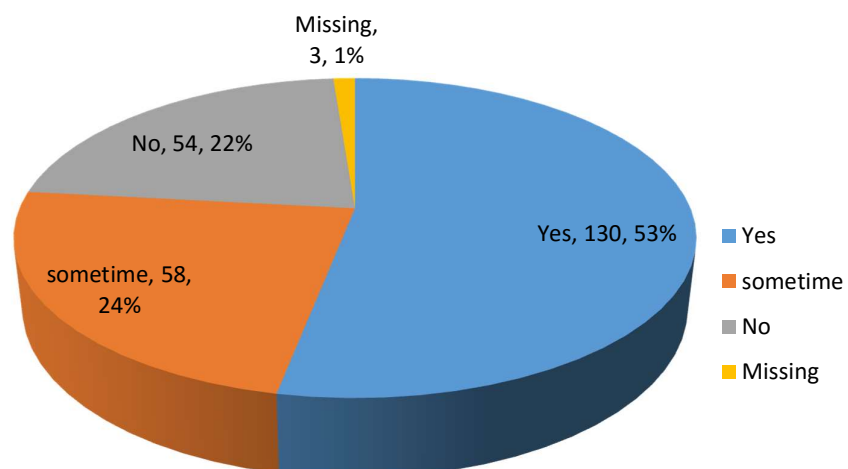


Figure 17-Do you feel nervous when you speak in English with your teacher?

Table 20:Q5P-Do you speak in English?

Options	Frequency	Percent
YES	167	68.2
SOMETIME	50	20.4
NO	28	11.4
Total	245	100.0

In response to question 5P –‘Do you speak in English?’, 68% students responded ‘yes’ while only 12 % responded ‘no’ and 20% students responded sometime they speak in English while sometime they did not. The findings represented in table 20, suggest that the majority of CBSE students speak in English.

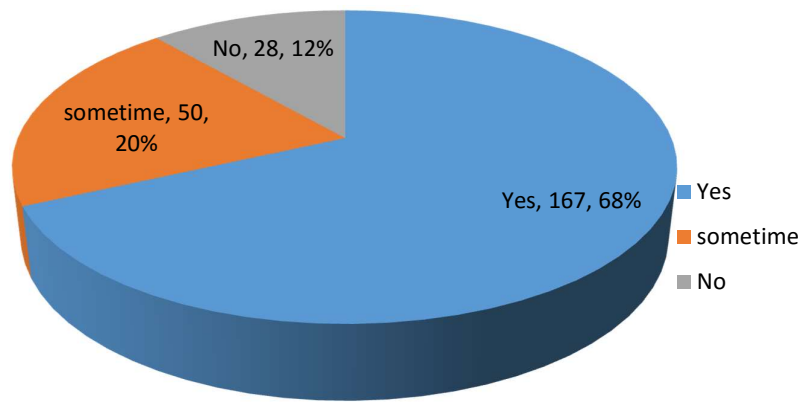


Figure 18-Do you speak in English?

Table 21:Q5Q-Do you think in English?

Options	Frequency	Percent
YES	163	66.5
SOMETIME	65	26.5
NO	17	6.9
Total	245	100.0

In response to question 5Q- 'Do you think in English?'. The responses were almost same as the previous question. 67% students admitted 'yes', they think in English, 27% marked 'sometime' while only 7% responded that they do not think in English. The findings shown in table 21 convey that more than 30% CBSE students do not think in English.

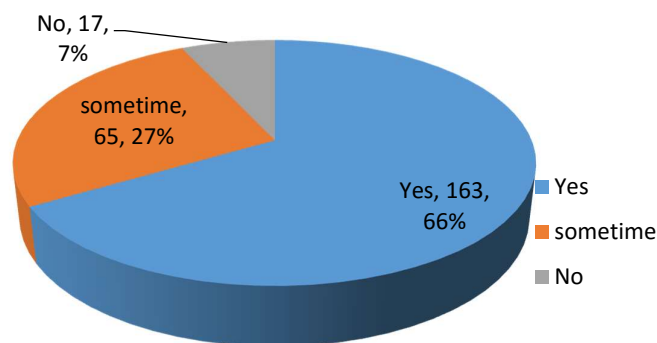


Figure 19-Do you think in English?

Table 22:Q5R-Do you have problem in presentation, viva-voce?

Options	Frequency	Percent
YES	200	81.6
SOMETIME	38	15.5
NO	7	2.9
Total	245	100.0

In response to the question, ‘Do you have problem in presentation, viva-voce?’ 82% students admitted that they have problem in presentation, viva-voce while only 2% responded that they do not have problem. The rest 15% of students marked ‘sometime’. The findings suggest that 82% CBSE students have problems in presentation, viva-voce.

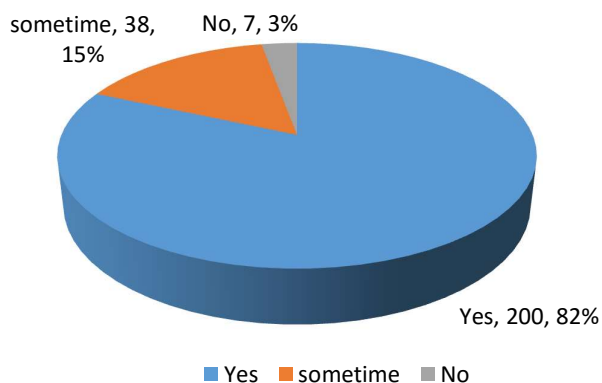


Figure 20-Do you have problem in presentation, viva-voce?

Table 23:Q5S-Do you find grammar useful to improve your English speaking proficiency?

Options	Frequency	Percent
YES	212	86.5
SOMETIME	21	8.6
NO	12	4.9
Total	245	100.0

When the students were asked ‘Is grammar useful to improve English speaking proficiency?’ 87% students said, ‘yes’ grammar is useful only 5% responded ‘no’ and 9% of students think ‘sometimes’, grammar is important. The findings suggest that the majority of CBSE students believe that grammar is useful to improve their English speaking proficiency.

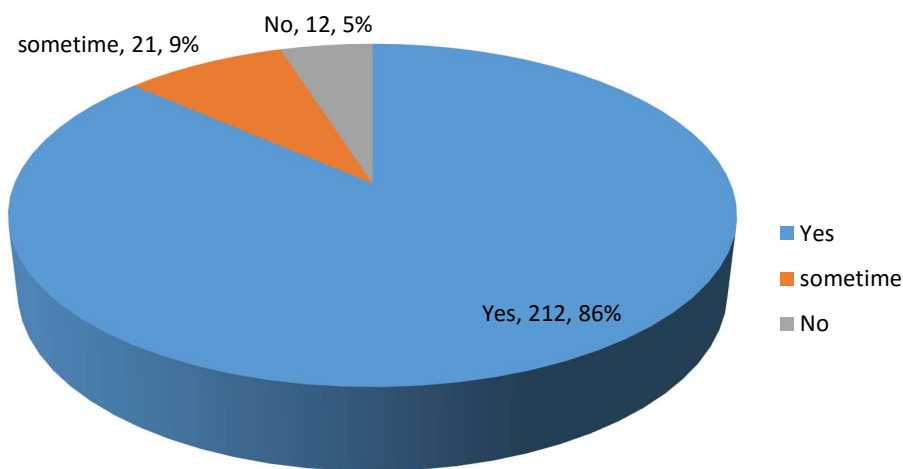


Figure 21-Do you find grammar useful to improve your English speaking proficiency?

IV. Learning Strategies/ Ways of Learning:

In this section of the questionnaire, students were asked to point out what strategies of learning or ways of learning they like to have in their curriculum. A total of 13 options were given and students were asked to mark “yes” or “no” for each option.

Table 24:Q6A- Grammar

Options	Frequency	Percent
YES	206	84.1
NO	37	15.1
MISSING	2	.8
Total	245	100.0

As shown in the table 24, 84% students like to learn grammar. Only 15% said ‘no’ to grammar. 2 students did not respond to the question. The findings suggest that the majority of CBSE students want to have grammar in their curriculum.

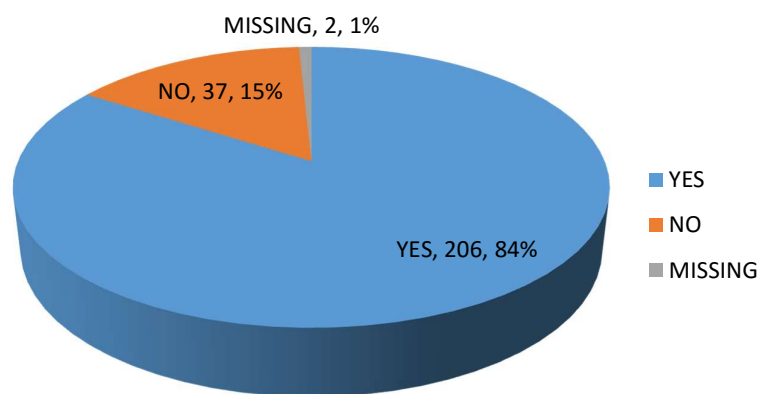
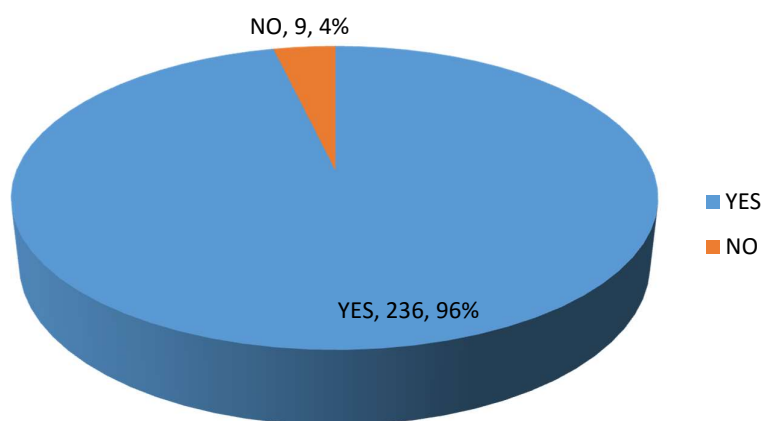


Figure 22-Q6A- Grammar

Table 25:Q6B- Conversation

Options	Frequency	Percent
YES	236	96.3
NO	9	3.7
Total	245	100.0

Table 25 represented the findings of question 6B that 96% students like to learn by having conversation practice in their classroom while only 4% students do not like to learn by practicing conversation. The findings suggest that the majority of CBSE students want to have conversation practice in their classroom.

**Figure 23-Q6B- Conversation****Table 26:Q6C-Video**

Options	Frequency	Percent
Valid YES	195	79.6
NO	46	18.8
Missing 0	4	1.6
Total	245	100.0

As shown in the table 26, 80% students like to learn through videos while only 19% do not want to have video classes. Out of 245 students, 4 students do not respond to this question. The findings suggest that the majority of CBSE students were in favor of video classes

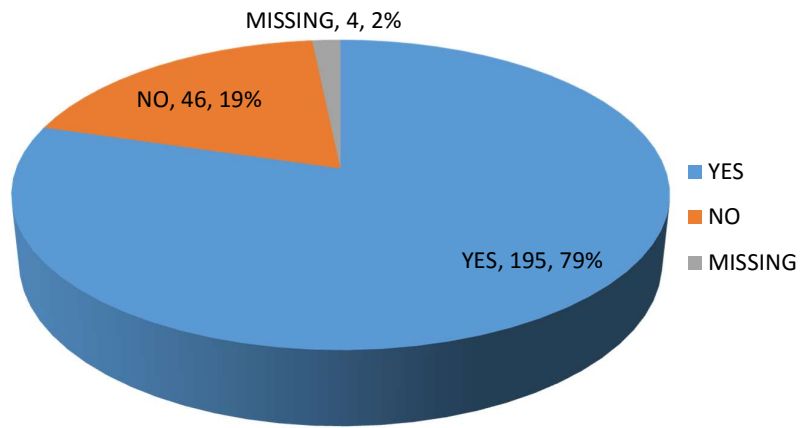


Figure 24-Q6C-Video

Table 27:Q6D-Computer

Options	Frequency	Percent
YES	191	78.0
NO	54	22.0
Total	245	100.0

Table 27 shows that 78% students like to learn by computer while 22% said ‘no’ to computer. The findings indicate that majority of CBSE students were in favor to learn by computer.

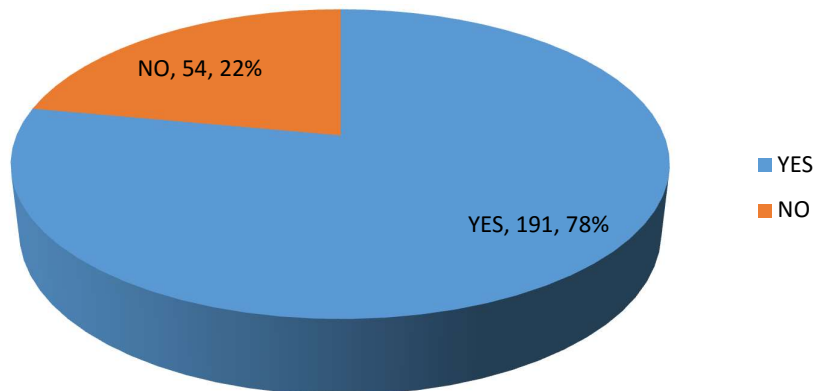
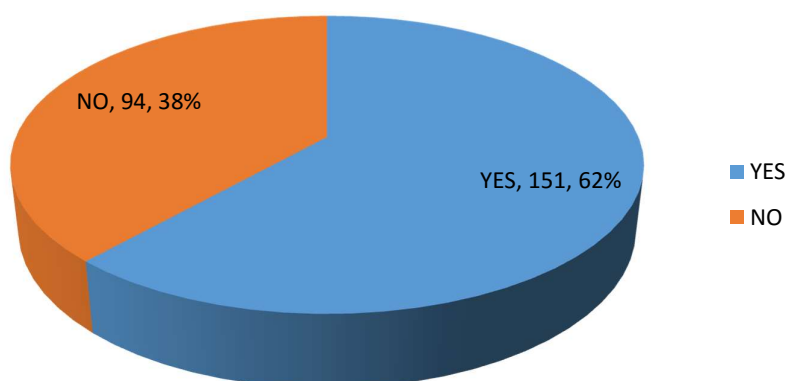


Figure 25-Q6D-Computer

Table 28:Q6E- Listening to cassettes

Options	Frequency	Percent
YES	151	61.6
NO	94	38.4
Total	245	100.0

Listening to cassettes helps the students learn pronunciation and accent when they were asked ‘whether they like this strategy’ ,62% student responded ‘yes’ while 39% said ‘no’. The findings represented in table 28, suggest that majority of 62% students want to learn pronunciation and accent by listening to the cassettes but the rest were found against this strategy of learning.

**Figure 26-Q6E- Listening to cassettes****Table 29:Q6F- Writing**

Options	Frequency	Percent
YES	221	90.2
NO	24	9.8
Total	245	100.0

When the students were asked ‘do they like to learn by writing’, 90% students responded ‘yes’ while only 10% responded ‘no’. The findings shown in table 29 suggest that majority of CBSE students like to learn by writing.

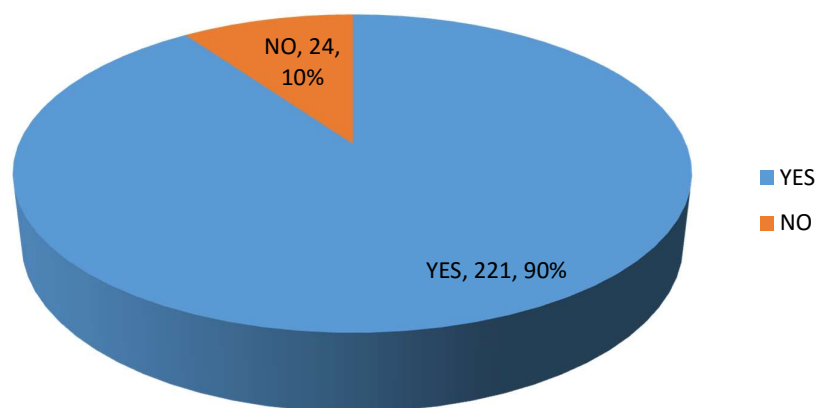


Figure 27-Q6F- Writing

Table 30:Q6G- Reading

Options	Frequency	Percent
YES	235	95.9
NO	10	4.1
Total	245	100.0

Table 30 represented the findings of the question 6G. 96% students like to learn through reading while only 4% students responded ‘no’. The findings suggest that the majority of CBSE students also like to learn through reading.

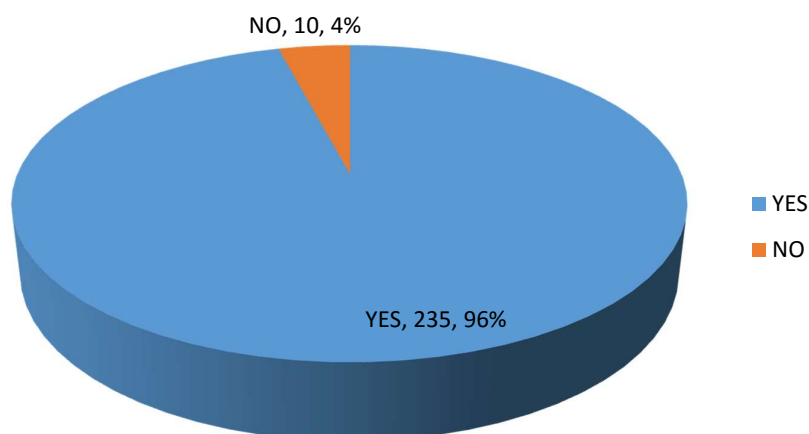
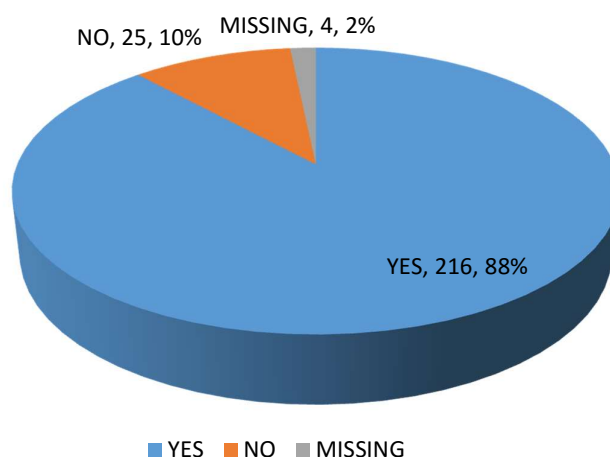


Figure 28-Q6G- Reading

Table 31:Q6H- Learning Vocabulary

Options		Frequency	Percent
Valid	YES	216	88.2
	NO	25	10.2
Missing	0	4	1.6
Total		245	100.0

Majority of 90% students like to learn vocabulary while only 10% responded ‘no’. 4 responses were missing for this question. The findings suggest that the majority of CBSE students were in favor of learning vocabulary.

**Figure 29-Q6H- Learning Vocabulary****Table 32:Q6I- Home Work**

Options	Frequency	Percent
YES	217	88.6
NO	28	11.4
Total	245	100.0

As shown in the Table 32, in response to the option ‘home work’ ,87% students said ‘yes’ and only 11.4% students marked ‘no’. The findings suggest that 87% students

like to get home work for their better learning. Only 11.4% students do not like this learning strategy.

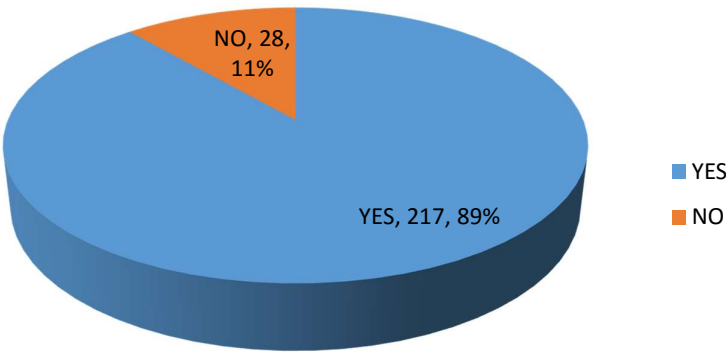


Figure 30-Q6I- Home Work

Table 33:Q6J- Working Alone

Options	Frequency	Percent
YES	166	67.8
NO	79	32.2
Total	245	100.0

Table 33 represented the findings of the query, whether learners like the strategy of working alone for their better learning, 68% students responded ‘yes’ while 32% students said ‘no’. The findings convey that 68% students like to work alone.

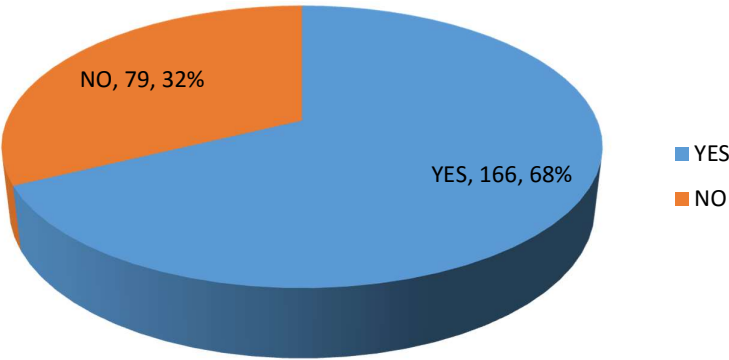
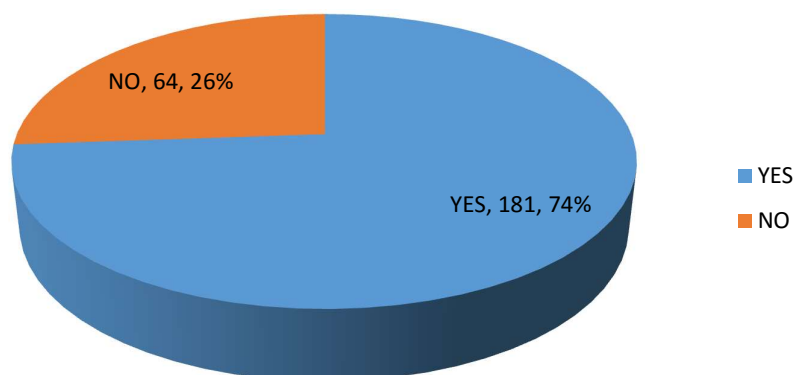


Figure 31-Q6J- Working Alone

Table 34:Q6K- Pair Work

Options	Frequency	Percent
YES	181	73.9
NO	64	26.1
Total	245	100.0

In contrast to the previous question learners were asked ‘whether they like to do pair work’, 74% students like to do pair work while only 26% did not like this way of learning. The findings represented in table 34 reveal that majority of CBSE students like to do pair work as well.

**Figure 32-Q6K- Pair Work****Table 35:Q6L-Group Work**

Options	Frequency	Percent
YES	202	82.4
NO	43	17.6
Total	245	100.0

In response to the option given 6L ,82.4% students responded ‘yes’ and 17.6 % responded ‘no’. Table 35 shows that majority of 83% students like to work in group. The findings of table 33, 34 and 35 suggest that the largest majority of students like to

work in group as compared to working alone and pair work. While only 18% said ‘no’ to group work.

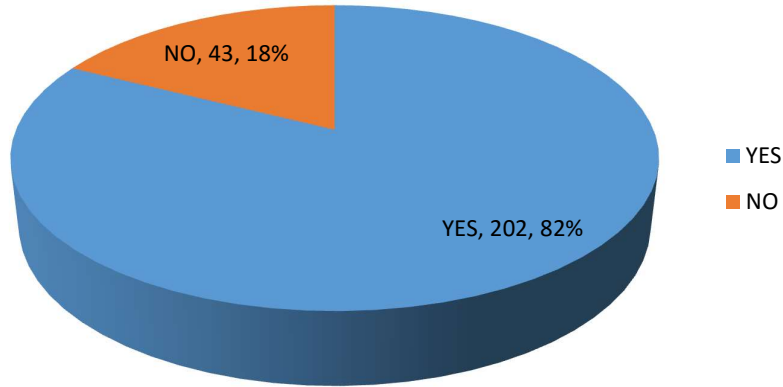


Figure 33-Q6L-Group Work

Table 36:Q6M- Whole Class Work

Options	Frequency	Percent
YES	185	75.5
NO	60	24.5
Total	245	100.0

In response to the option given in 6M, 75.5% students responded ‘yes’ and 24.5% students responded ‘no’. Again students were asked by twisting the last question ‘group work’ into ‘whole class work’. Even in response to this question, findings were almost same as shown in the previous tables. 76% responded yes and 25% responded ‘no’. Only difference of 7% was observed.

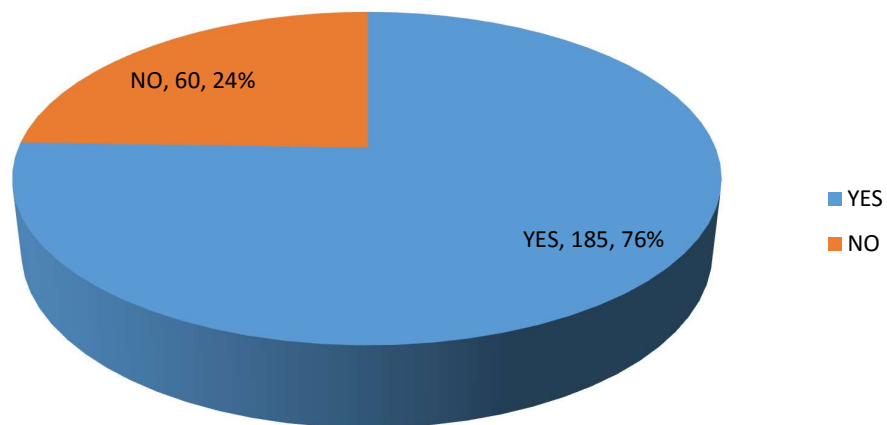
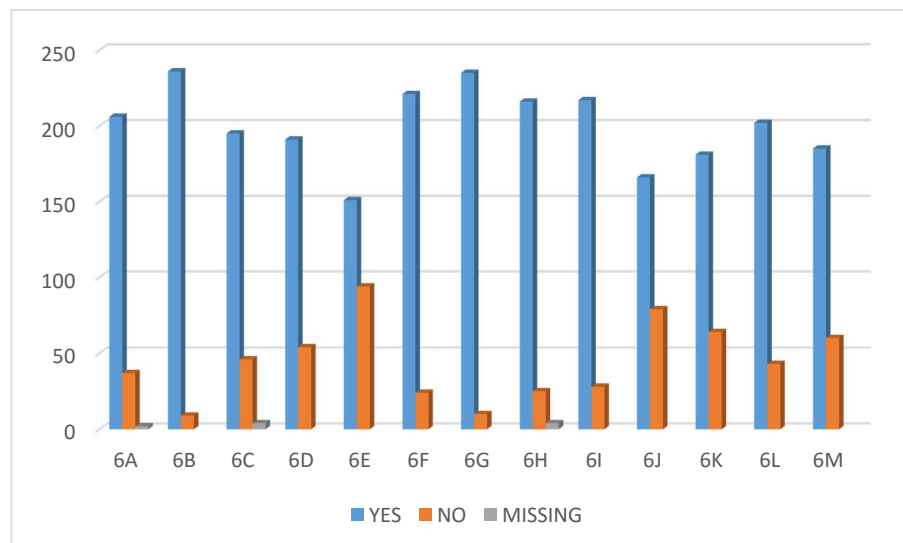


Figure 33-Q6M- Whole Class Work

A comparative graph of the above discussed findings for the likes and dislikes of the learners regarding the learning strategies and the ways of learning they opted is as follows:



Graph 1: Comparative figure for item 6

V. Instruction/Method of Teaching

This section of the questionnaire has 6 sub-sections designed to know about the existing teaching methodology and the pattern of teaching followed by the schools.

Table 37:Q7A- Does your teacher speak in English?

Options		Frequency	Percent
Valid	YES	61	24.9
	SOMETIME	68	27.8
	NO	113	46.1
Missing	0	3	1.2
Total		245	100.0

When the students were asked whether their teachers speak in English, the frequency in the table 37 show that out of 245 students only 61 students said ‘yes’ their teachers speak in English while 113 said ‘no’ they do not speak in English rest of them said ‘sometime’ their teacher speak in English. 3 students did not respond. The findings declare that in the most of CBSE schools in Bihar teachers do not speak in English.

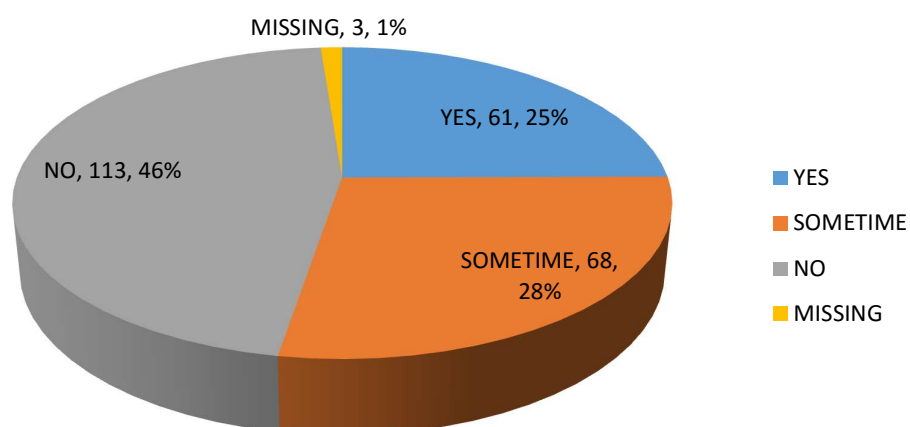


Figure 34-Does your teacher speak in English?

Table 38:Q7B- Does your teacher help you in translation?

Options		Frequency	Percent
Valid	YES	43	17.6
	SOMETIME	129	52.7
	NO	68	27.8
Missing	0	5	2.0
Total		245	100.0

In response to question 7B ‘Does your teacher help you in translation?’, Only 18% students responded ‘yes’, majority of 54% responded ‘sometime’ while 29% responded ‘no’, teacher do not help in translation. 5 students did not respond to this question. The findings convey that teachers in CBSE schools sometime help the learners in translation while most of the time they do not help them.

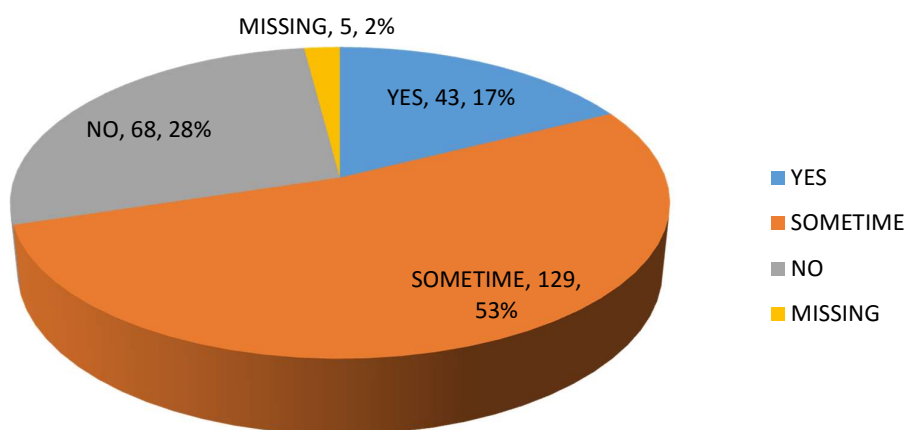


Figure 35-Does your teacher help you in translation?

Table 39:Q7C- Do you study in group?

Options	Frequency	Percent
YES	38	15.5
SOMETIME	125	51.0
NO	82	33.5
Total	245	100.0

When the students were asked do they study in group? Only 16% students responded 'yes', 51% responded sometime and 34% marked 'no' in response. The findings are shown in the table 39 reveal that majority of students in CBSE schools do not study in group. Though they like to study in group as it was discussed under the table 35 and 36. It shows that students are not motivated to study in groups.

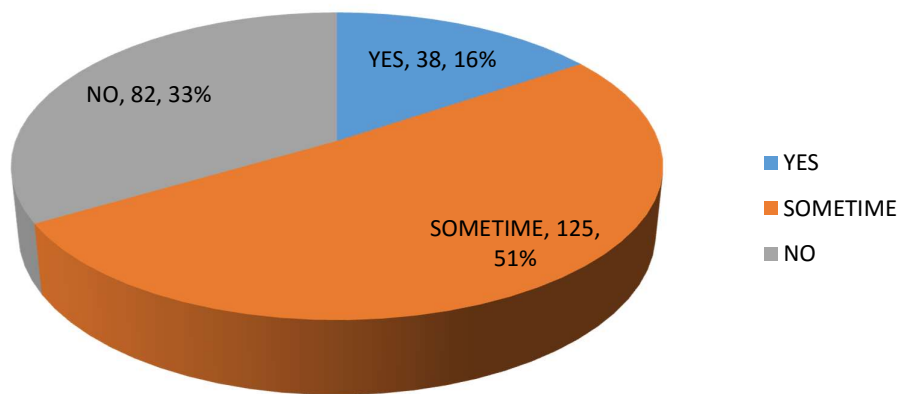


Figure 36- Do you study in group?

Table 40:Q7D-Do you have group discussion in your classroom?

Options		Frequency	Percent
Valid	YES	67	27.3
	SOMETIME	96	39.2
	NO	77	31.4
Missing	0	5	2.0
Total		245	100.0

In response to that question 7D-Do you have group discussion in your classroom?, 28% students said 'yes' 40% students said 'sometime' and 32% students responded 'no'. The findings reveal that there might be some schools which follow this method of teaching while in other schools it might not be followed. As the data were collected from 5 different CBSE schools.

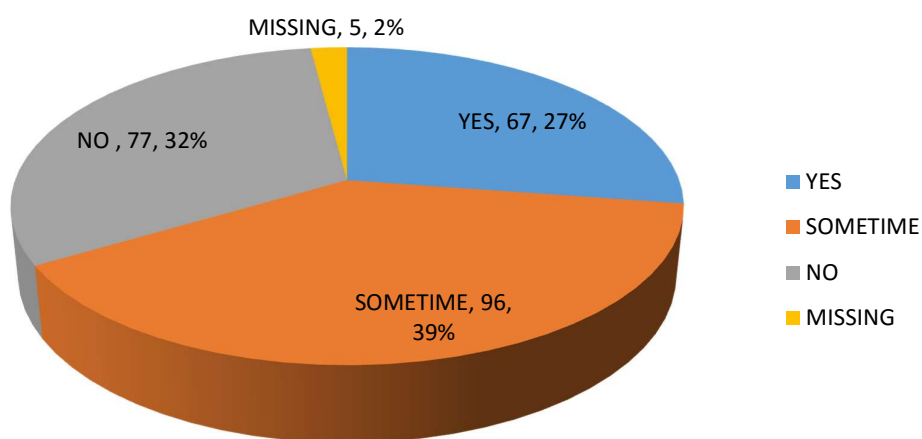


Figure 37- Do you have group discussion in your classroom?

Table 41:Q7E- Does your teacher help in vocabulary?

Options		Frequency	Percent
Valid	YES	57	23.3
	SOMETIME	75	30.6
	NO	111	45.3
Missing	0	2	.8
Total		245	100.0

In response to question 7E does your teacher help in vocabulary?, Only 24% students responded 'yes' while majority of them (46%) responded 'no' and rest of the 31% responded 'sometime' except 2 students who do not respond to this question. The findings reveal that teachers do not focus on building vocabulary of the learners.

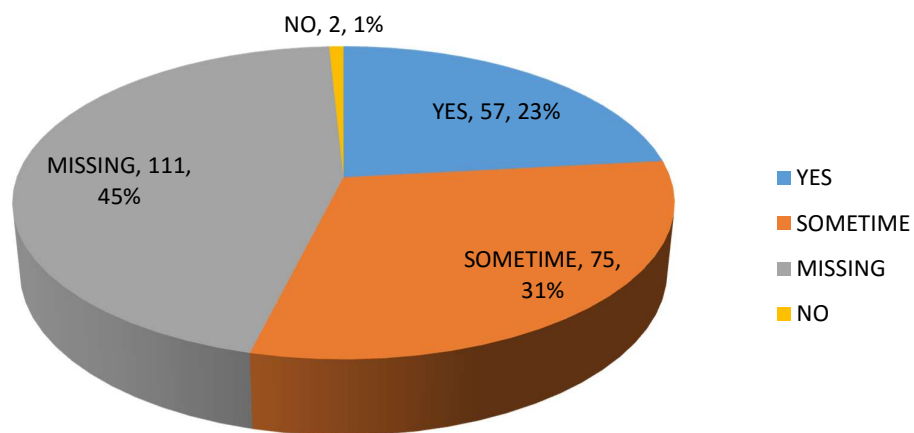


Figure 38- Does your teacher help in vocabulary?

Table 42:Q7F-Does your teacher help in reading/writing/speaking?

Options	Frequency	Percent
YES	204	83.3
SOMETIME	11	4.5
NO	30	12.2
Total	245	100.0

In response to question ‘7F-does your teacher help in reading/writing and speaking?’, majority of 84% students responded ‘yes’, only 12% feel they are not being helped by their teacher. 5% responded sometime they get help from their teachers. The findings suggest that 83% students in CBSE schools found that their teachers help them in reading/writing and speaking.

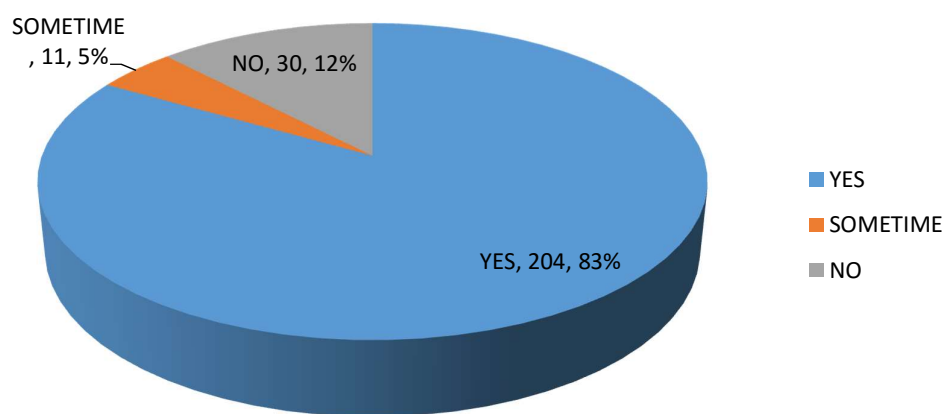


Figure 39- Does your teacher help in reading/writing/speaking?

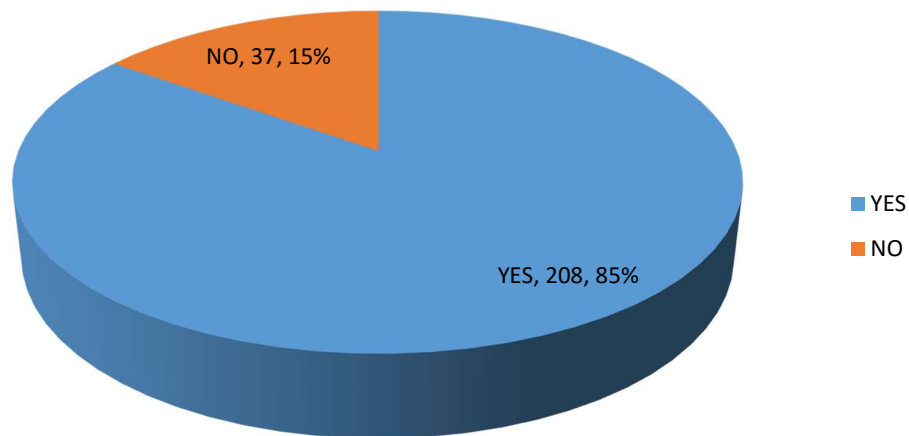
VI. Questions on Syllabus

This section has five questions regarding the syllabus of English course followed in their classroom. The purpose was to get information about the syllabus pattern and to analyze whether the learners are satisfied with the existing syllabus or not.

Table 43:Q8A-Are you satisfied with your syllabus?

Options	Frequency	Percent
YES	208	84.9
NO	37	15.1
Total	245	100.0

In response to the query whether students were satisfied with their syllabus or not 85% students responded 'yes' while only 15% opted 'no'. The findings shown in table 43 suggest that the majority of CBSE students are satisfied with their syllabus.

**Figure 40- Are you satisfied with your syllabus?****Table 44:Q8B- Does it help you to improve your communicative skill?**

Options	Frequency	Percent
YES	219	89.4
NO	26	10.6
Total	245	100.0

As shown in table 44, when the students were asked whether their syllabus help them to improve their communicative skill, 90% students gave positive response while only 11% students felt that their syllabus do not help them to improve their communicative skill. The findings suggest that majority of CBSE students found their syllabus helpful to improve their communicative skills. The findings show that CBSE syllabus is helpful in improving communicative skills but as discussed in the above tables students need to improve their speaking and listening skills as well as they also need to improve their pronunciation and vocabulary. So these findings indicate that there is a demand to improve teaching methodologies or teaching techniques.

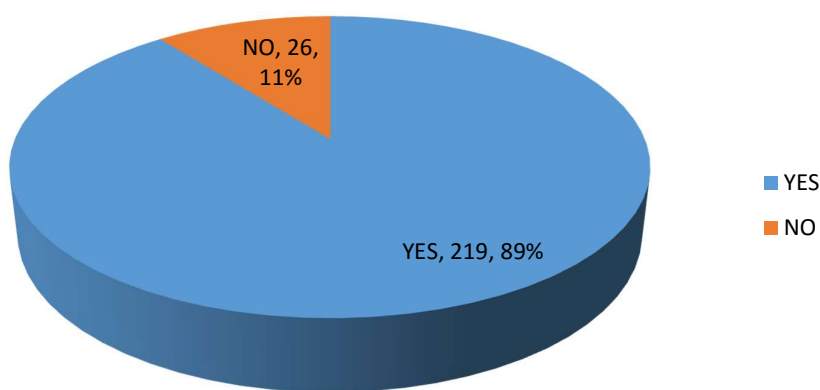


Figure 41-Does it help you to improve your communicative skill?

Table 45:Q8C-Do you have grammar in your syllabus?

Options	Frequency	Percent
YES	245	100
Total	245	100

In response to question 8C: Do you have grammar in your syllabus? The findings are represented in table 45 conveyed that 100% students responded 'yes'. This reveal that there is grammar in the English syllabus of CBSE.

Table 46:Q8D-Do you have translation exercises in your syllabus?

Options	Frequency	Percent
NO	245	100.0
Total	245	100.0

Table 46 represented the findings of the question –do you have translation exercises in your syllabus? , it shows 100% students of CBSE said that there is no translation exercises in their syllabus.

Table 47:Q8E-Does your syllabus get completed during the course period?

Options	Frequency	Percent
YES	233	95.1
NO	12	4.9
Total	245	100.0

The findings in table 47 represented the responses to the question 8E- does your syllabus get completed during the course. It shows that 95% students responded that their syllabus gets completed during the course period while only 5% responded in negative. The findings declare that in CBSE schools syllabus gets completed during the course period.

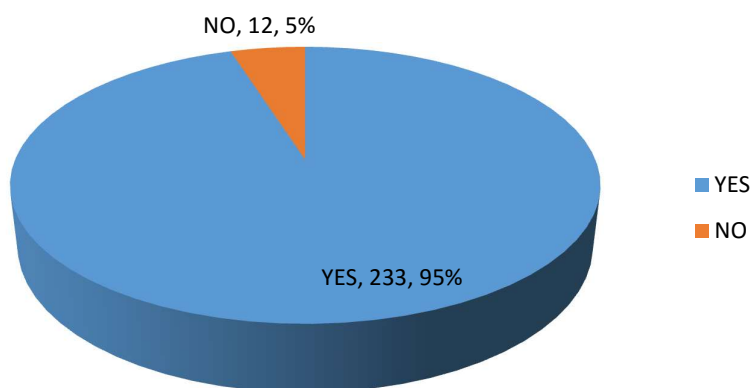


Figure 42- Does your syllabus get completed during the course period?

B. STATISTICAL ANALYSIS OF THE DATA ELICITED FROM THE BSEB STUDENTS.

In this section of the chapter same set of questions (as it was discussed in section A) were discussed on data collected from BSEB students.

I Student Profile:

From BSEB board there were one hundred thirty (130) students from class ninth (IX) and one hundred three (103) students from class tenth(X) who responded to the questionnaire. Out of two hundred thirty three (233) students there were sixty eight (68) male students and one hundred sixty five (165) female students. Seventy eight (78) students belong to rural background while rest of one hundred fifty five (155) students belong to urban background.

II Objective Needs (Questions1 to 4): Objective Needs are explained in the A section of this chapter.

Table 48: Q1-What is the medium of instruction in your school?

Options	Frequency	Percent
HINDI	233	100.0
Total	233	100.0

As shown in table 48, 100% students of BSEB responded Hindi as the medium of instruction in their school. None has responded English as the medium of instruction. This suggests that all the BSEB affiliated schools in Bihar provide only Hindi as the medium of instruction.

Table 49: Q2- Do you think you are proficient enough to understand courses taught in English?)

Options		Frequency	Percent
Valid	YES	106	45.5
	NO	126	54.1
Missing	0	1	.4
Total		233	100.0

Table 49 represented the response to the question 2. When the students were 'asked

are they proficient enough to understand courses taught in English', 54.1% students 'no' and 46% students responded 'yes'. The findings suggested that most of the BSEB students are not proficient enough to understand courses taught in English only 46% students think that they can understand.

Table 50: Q3-In which skill area do you find slower improvement?

Options		Frequency	Percent
Valid	LISTENING	13	5.6
	SPEAKING	94	40.3
	READING	74	31.8
	WRITING	51	21.9
Missing	0	1	.4
Total		233	100.0

In response to question 3 (in which skill area do you find slower improvement?), 40% students find their improvement slower in speaking skill, 32% students find their improvement slower in reading skill while only 6% has responded that they find slower improvement in listening skill and 22% students observed that their improvement is slower in writing skill. The findings shown in table 50, suggest that majority of BSEB students find their improvement slower in reading and speaking skills.

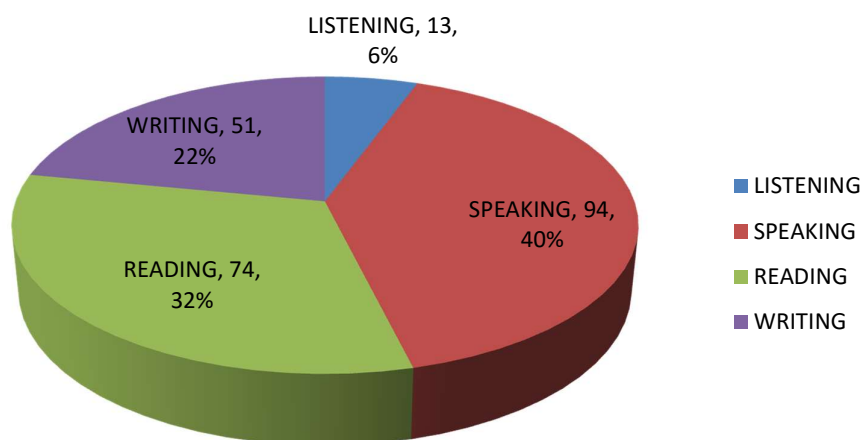


Figure 43: In which skill area do you find slower improvement?

Table 51: Q4-In which skill area do you find yourself most deficient?

Options		Frequency	Percent
Valid	LISTENING	8	3.4
	SPEAKING	137	58.8
	READING	56	24.0
	WRITING	20	8.6
Missing	0	12	5.2
Total		233	100.0

In response to question 4 (In which skill area do you find yourself most deficient?), the findings in table51 show that 3.4 percent students of BSEB find themselves most deficient in listening skill, 59% find themselves deficient in speaking skill, 24% were deficient in reading skill and 9% were deficient in writing skill. The findings indicate that most of the BSEB students found themselves deficient in speaking skills.

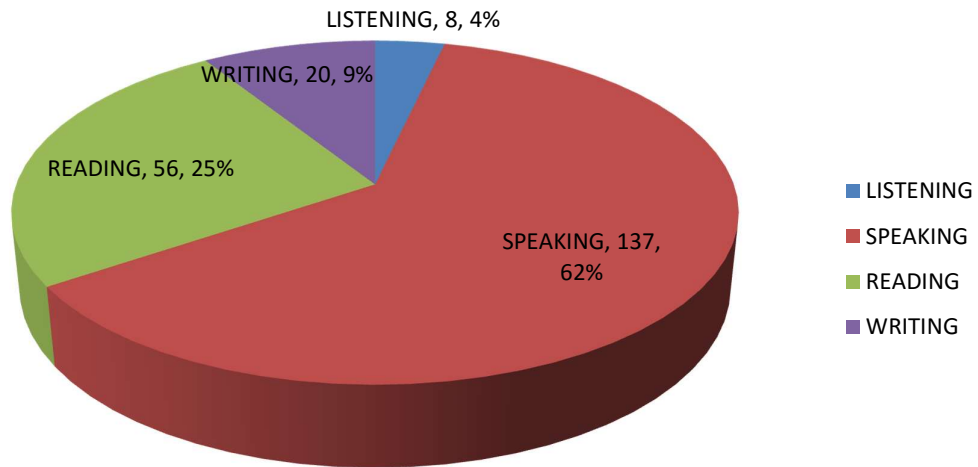


Figure 44: In which skill area do you find yourself most deficient?

III Self-Assessment/ Language Ability:

This section of the questionnaire has 19 sub sections (question 5A-5S). This section dealt with the respondents' self-assessment of their language ability and also their self-esteem. The students were questioned about their English language proficiency in various situations.

Table 52:Q5A-Can you listen to and understand an English program?

Options		Frequency	Percent
Valid	YES	71	30.5
	SOMETIMES	134	57.5
	NO	21	9.0
Missing	0	7	3.0
Total		233	100.0

In response to question 5A (can you listen to and understand an English program?), 71 students responded 'yes', majority of 134 students responded 'sometime' and only 21 responded 'no'. The findings suggest that 58% students of BSEB think that sometime they are able to listen and understand an English program while only 31% believe that they can listen and understand an English program. Out of 233 students 7 students do not respond to this question.

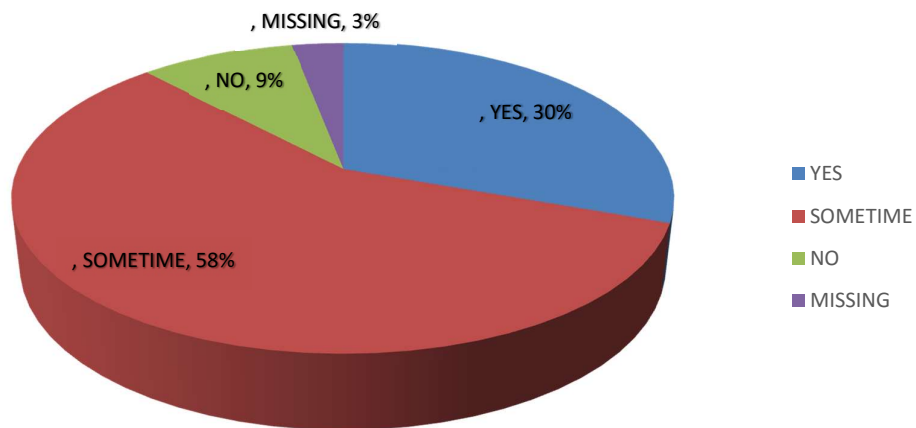


Figure 45 Can you listen to and understand an English program?

Table53:Q5B-Can you listen to and understand your friend when he/she speaks English?

Options		Frequency	Percent
Valid	YES	112	48.1
	SOMETIME	95	40.8
	NO	23	9.9
Missing	0	3	1.3
Total		233	100.0

In response to question 5B (can you listen to and understand your friend when he/she speaks English?), 49% students responded ‘yes’ ,40% students responded ‘sometime’ while 10% said ‘no’ they cannot listen and understand when their friends talk in English. The findings shown in table 53 show that only 49% BSEB students were found confident that they can listen and understand English.

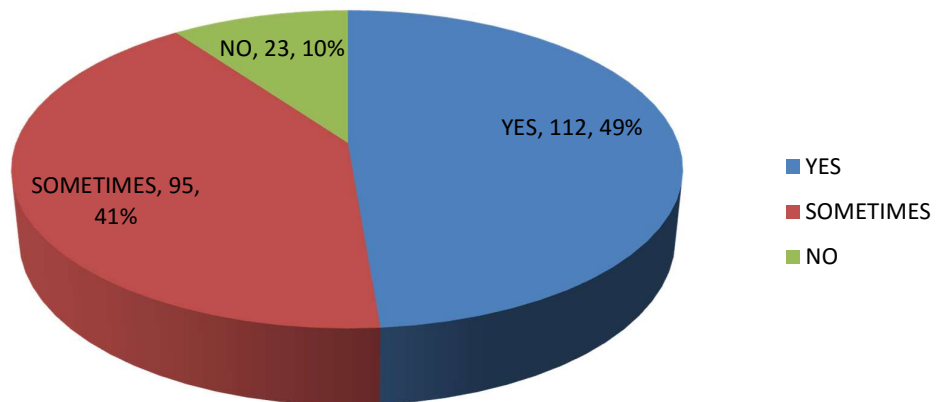


Figure 46-Can you listen to and understand your friend when he/she speaks English?

Table 54: Q5C- Can you listen to and understand your English teacher?

Options		Frequency	Percent
Valid	YES	125	53.6
	SOMETIME	76	32.6
	NO	24	10.3
Missing	0	8	3.4
Total		233	100.0

In response to question 5C (can you listen to and understand your teacher?), furthermore when students were asked whether they can listen and understand English teacher, 55% students responded 'yes' while 10% clearly said 'no' they cannot and the rest 33% believe 'sometime' they understand while sometime they could not. As shown in the table 54, findings reveal that out of 233 students 8 students did not respond to this question. The findings suggest that though there were 53.6% BSEB students who believe that they can listen and understand their English teacher, but still a large number of students were found who cannot listen and understand their English teacher.

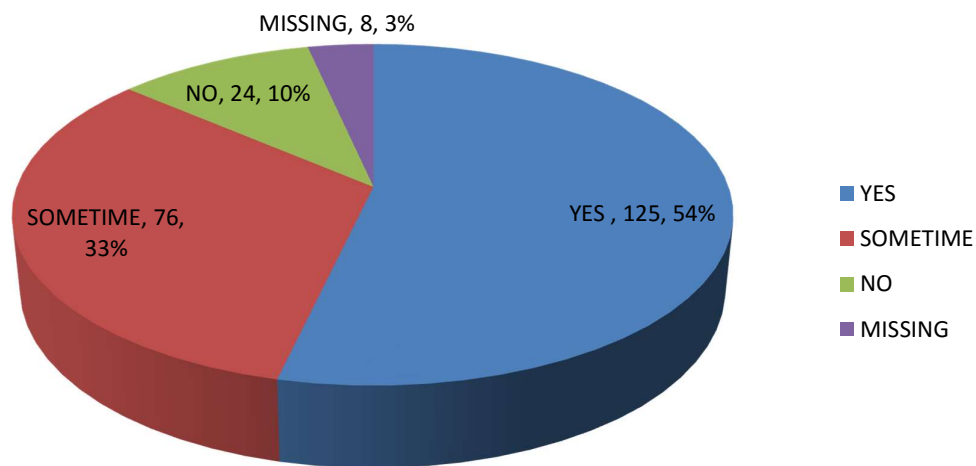


Figure 47-Can you listen to and understand your English teacher?

Table 55: Q5D- Can you listen to and understand TV news?

Options		Frequency	Percent
Valid	YES	98	42.1
	SOMETIME	98	42.1
	NO	32	13.7
Missing	0	5	2.1
Total		233	100.0

In response to question 5D (Can you listen to and understand TV news?), 43% students responded ‘yes’, 43% responded ‘sometime’ while 14% clearly responded ‘no’ they cannot. Findings given above in table 55 show that 5 students do not respond to this question. The findings shown in table 55 indicate that 42.1% BSEB students believe that they can listen and understand TV news while rest of them need to improve their listening skill.

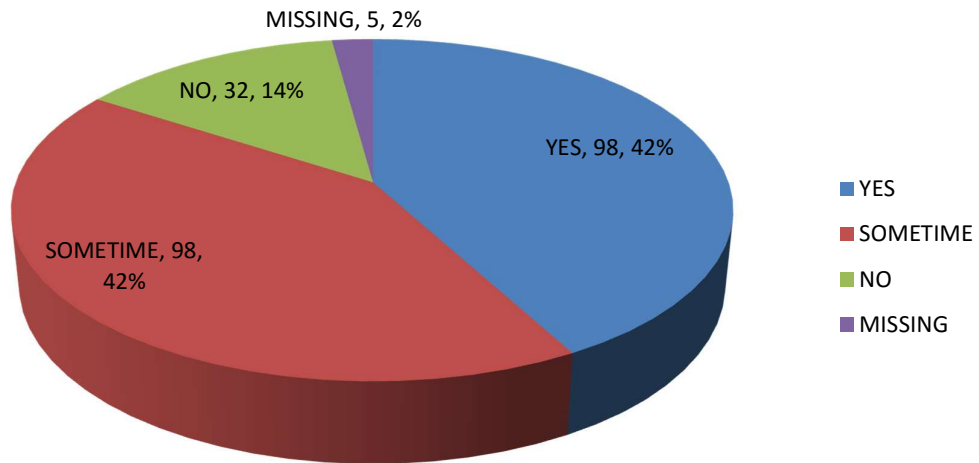
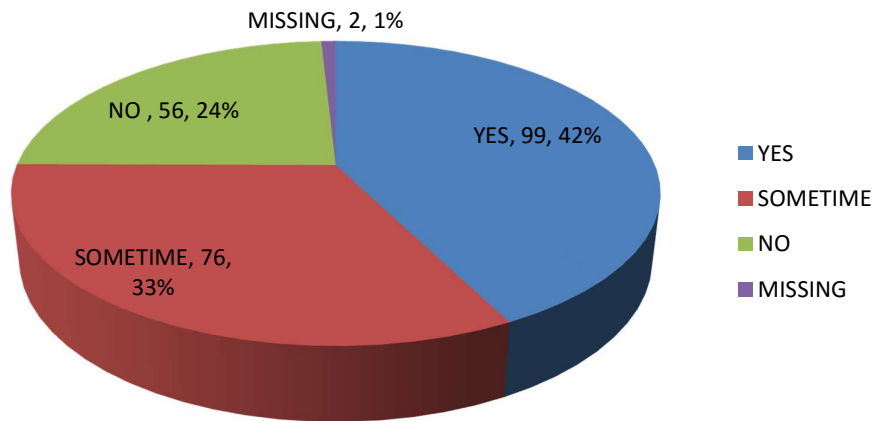


Figure 48-Can you listen to and understand TV news?

Table 56:Q5E-Can you listen to and understand or repeat English songs?

Options		Frequency	Percent
Valid	YES	99	42.5
	SOMETIME	76	32.6
	NO	56	24.0
Missing	0	2	.9
Total		233	100.0

In response to question 5E (can you listen to and understand or repeat English songs), only 42% responded 'yes' while 24% students responded 'no' they cannot and rest 32% responded 'sometime'. The findings reveal that BSEB students need to improve their listening skill.

**Figure 49-Can you listen to and understand or repeat English songs?****Table 57:Q5F- Do you have problem in oral communication?**

Options		Frequency	Percent
Valid	YES	64	27.5
	SOMETIME	118	50.6
	NO	45	19.3
	Total	227	97.4
Missing	0	6	2.6
Total		233	100.0

When the students were asked ‘do they have problem in oral communication’, only 19% students responded ‘no’ while 28% opted ‘yes’ and rest 50% said ‘sometime’. The findings given in table 57 reveal that 6 students did not respond to this question. It also indicate that majority of students in BSEB schools need to improve their oral communication.

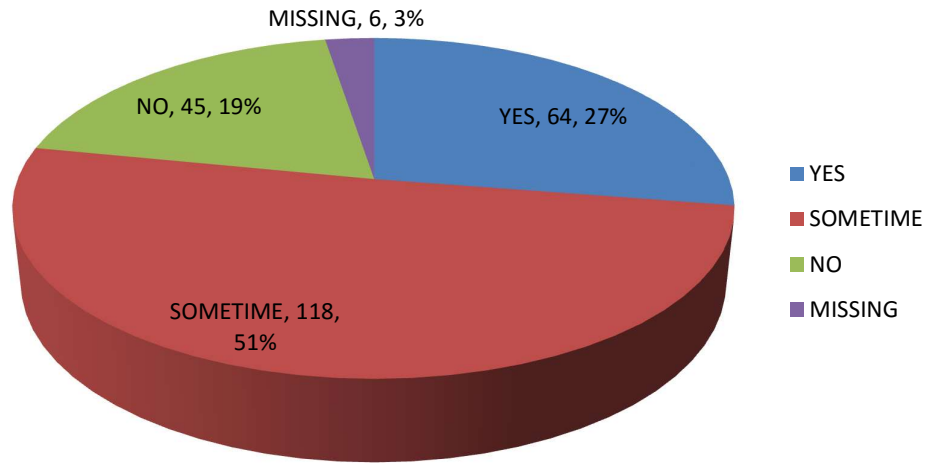


Figure 50- Do you have problem in oral communication?

Table 58:Q5G- Do you have problem in using words?

Options		Frequency	Percent
Valid	YES	59	25.3
	SOMETIME	91	39.1
	NO	75	32.2
Missing	0	8	3.4
Total		233	100.0

In response to question 5G (Do you have problem in using words?), 26% students responded ‘yes’ and 40% students responded ‘sometime while only 32% responded ‘no’. The findings shown in table 58 indicate that only 32% students believe that they do not have problem in using words. Hence it suggests that majority of students need to improve their ability in using words properly.

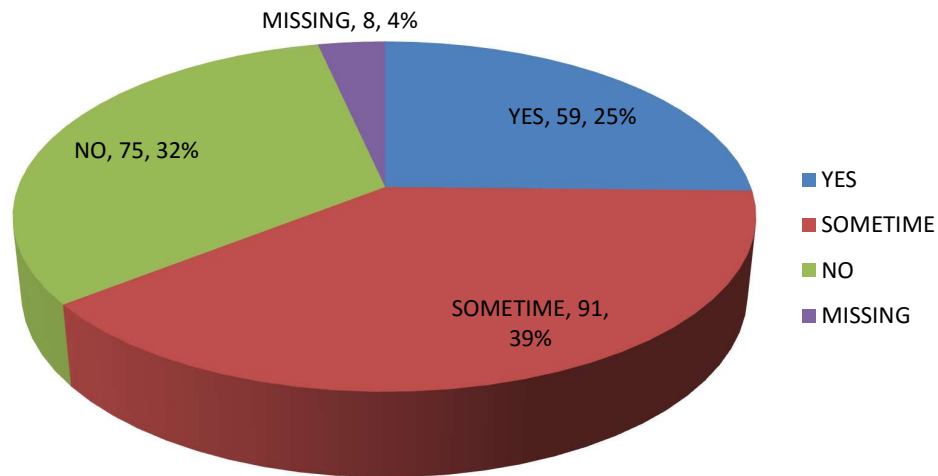


Figure 51-Do you have problem in using words?

Table 59:Q5H- Do you have problem in pronunciation/accent?

Options		Frequency	Percent
Valid	YES	81	34.8
	SOMETIME	70	30.0
	NO	73	31.3
Missing	0	9	3.9
Total		233	100.0

When the students were asked do they have problem in pronunciation/accent?, 35% students responded 'yes', 30% students responded 'sometime', 31.3% responded 'no' while 9 students did not respond to this question. The findings represented in table 59 suggest that only 31.1 % BSEB students feel they have good pronunciation and accent while rest of the majority need to improve their pronunciation and accent.

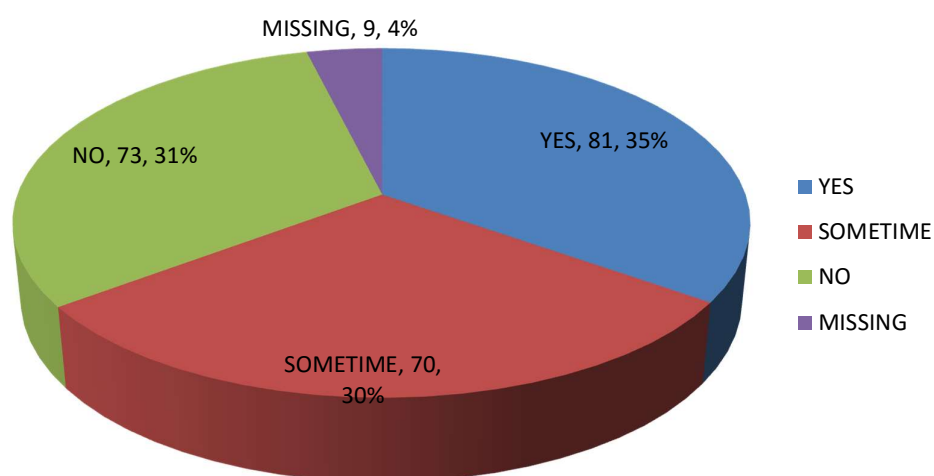


Figure 52-Do you have problem in pronunciation/accent?

Table 60:Q5I-Do you have problem in sentence formation?

Options		Frequency	Percent
Valid	YES	100	42.9
	SOMETIME	64	27.5
	NO	57	24.5
Missing	0	12	5.2
Total		233	100.0

In response to question 5 I (do you have problem in sentence formation?), only 25% students opted that they do not have problem in sentence formation while 45% clearly said ‘yes’, it suggests that they have problem in sentence formation. 29% students opted ‘sometime’. The findings represented in table 60 show that only 24.5% BSEB students believe they do not have problem in sentence formation rest of the majority need more exercise and practice to learn how to form sentences

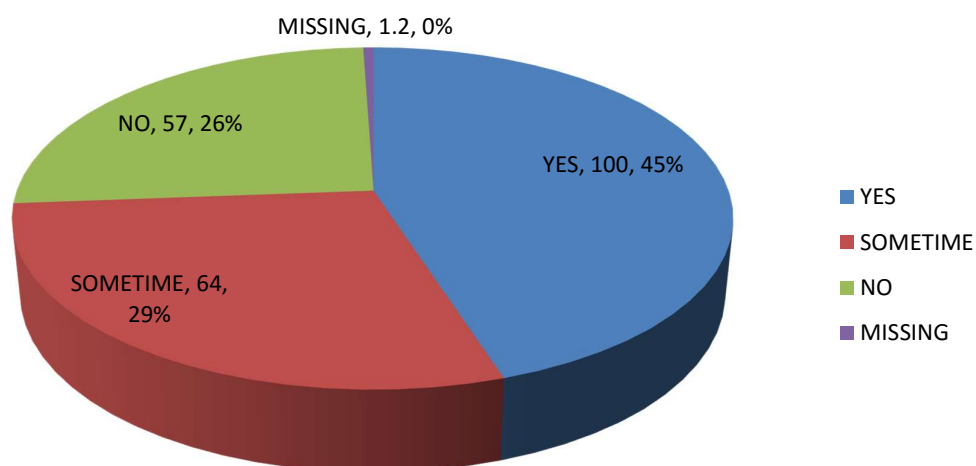


Figure 53-Do you have problem in sentence formation?

Table 61:Q5J-Are you conscious about grammar?

Options		Frequency	Percent
Valid	YES	149	63.9
	SOMETIME	52	22.3
	NO	27	11.6
Missing	0	5	2.1
Total		233	100.0

When the students were asked are they conscious about grammar 64% students responded 'yes' they are conscious about grammar. Only 12% students marked 'no' while 22% student opted 'sometime'. The findings clearly reveal that majority of BSEB students are conscious about grammar.

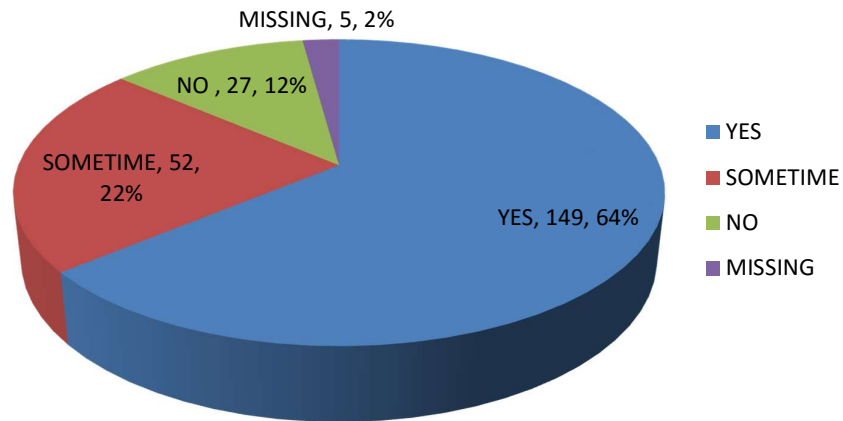


Figure 54-Are you conscious about grammar?

Table 62:Q5K-Are you hesitant due to grammar?

Options		Frequency	Percent
Valid	YES	122	52.4
	SOMETIME	52	22.3
	NO	53	22.7
Missing	0	6	2.6
Total		233	100.0

In this question students were asked are they hesitant due to grammar? , 53% students responded 'yes' to the question. 23% responded 'sometime' while only 23% responded 'no', they are not hesitant due to grammar. The findings represented in table 62 show that majority of BSEB students are hesitant due to grammar.

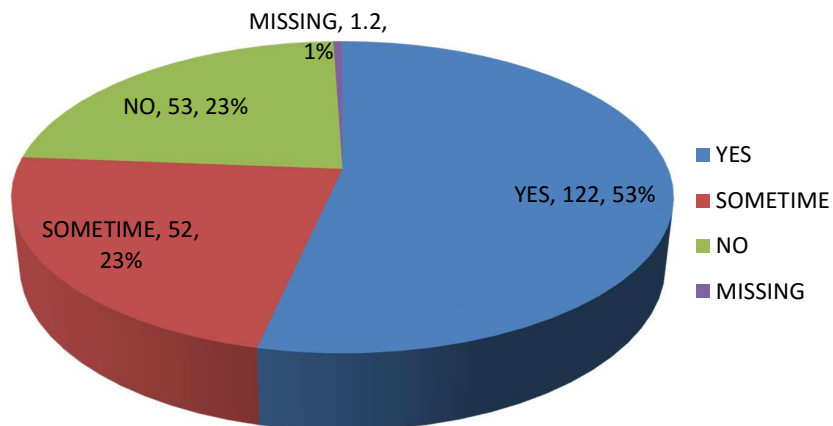


Figure 55-Are you hesitant due to grammar?

Table 63:Q5L-Do you have problem in tense?

Options		Frequency	Percent
Valid	YES	98	42.1
	SOMETIME	37	15.9
	NO	93	39.9
Missing	0	5	2.1
Total		233	100.0

In response to question 5L (Do you have problem in tense?), 42.1% students responded 'yes' 16% responded 'sometime' 40 % responded 'no' and out of 233, 5 students did not respond. The findings shown in table 63 indicate that around 40% students do not have problem in tense while rest of the students found themselves weak in tense.

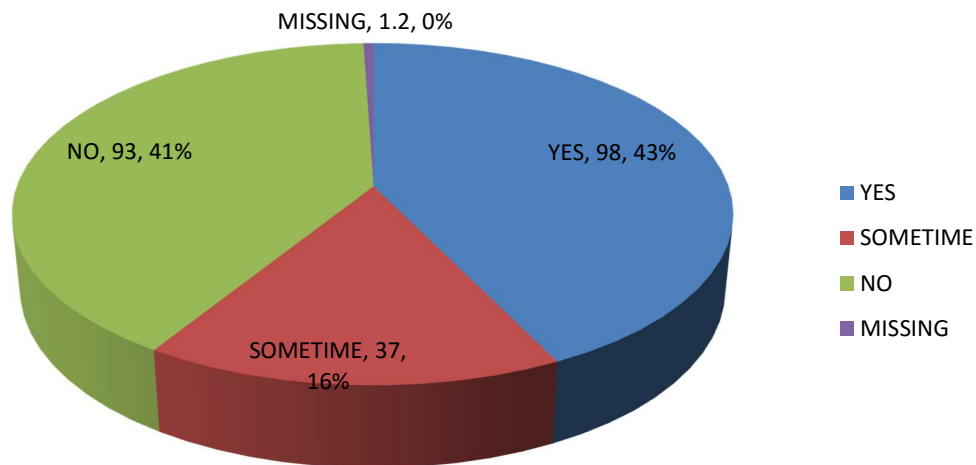


Figure 56-Do you have problem in tense?

Table 64:Q5M-Can you pronounce sounds correctly?

Options		Frequency	Percent
Valid	YES	100	42.9
	SOMETIME	61	26.2
	NO	69	29.6
Missing	0	3	1.3
Total		233	100.0

When the students were asked are they able to pronounce sounds correctly 43% student responded 'yes' 30% responded 'no' and 26% responded 'sometime'. The findings shown in table 64 indicate that 43% BSEB students feel that they can pronounce sounds correctly. Majority of BSEB students need to practice for correct pronunciation.

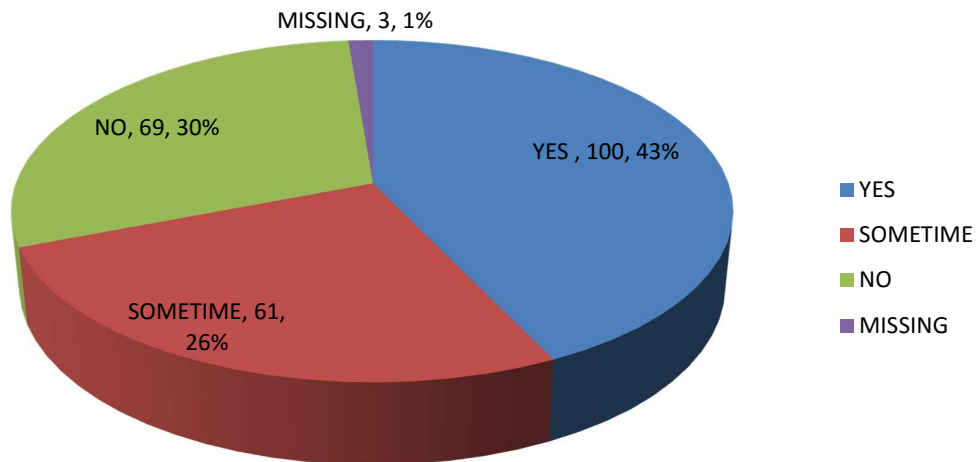


Figure 57-Can you pronounce sounds correctly?

Table 65:Q5N-Do you feel shy when you speak in English with your teacher?

Options		Frequency	Percent
Valid	YES	85	36.5
	SOMETIME	81	34.8
	NO	65	27.9
Missing	0	2	.9
Total		233	100.0

As represented in the table 65, in response to the question, ‘Do you feel shy when you speak in English with your teacher?’ 37% students admitted that they feel shy, 28% said ‘no’, 35% responded ‘sometime’. Two students did not respond to this question. The findings shown in table 65 conveyed that only 28% BSEB students do not feel shy when they speak in English with their teacher while majority of BSEB students need to be motivated so that they may not feel shy to speak in English with their teacher.

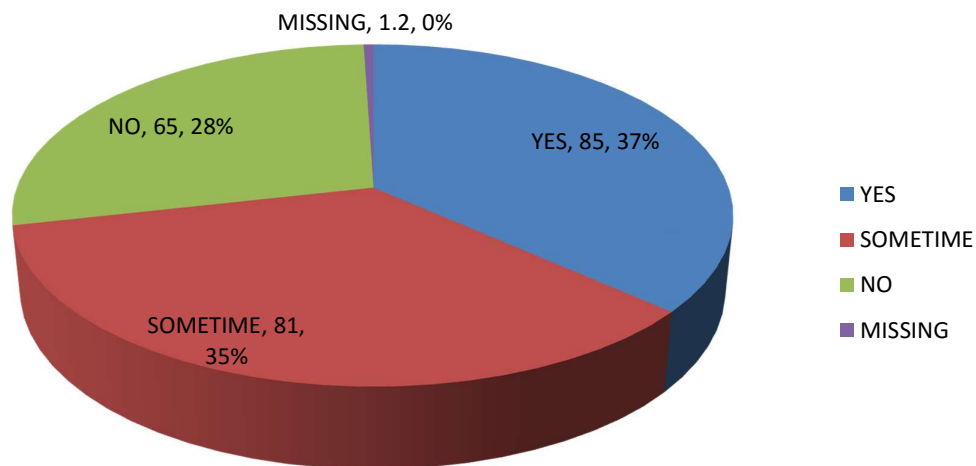


Figure 58-Do you feel shy when you speak in English with your teacher?

Table 66:Q50-Do you feel nervous when you speak in English with your teacher?

Options		Frequency	Percent
Valid	YES	73	31.3
	SOMETIME	111	47.6
	NO	40	17.2
Missing	0	9	3.9
Total		233	100.0

When the previous question was rephrased, little changes were noticed in their responses. 32% student responded that they get nervous while speaking to their teacher in English.49% responded ‘sometime’ while only 18% responded ‘no’. 9 students did not respond to this question. The findings shown in table 66 indicates that only 17% BSEB students do not feel nervous when they speak in English with their teacher. It suggests that BSEB students need communicative classes so that they may get more opportunity to speak with their teachers and to get rid of their nervousness.

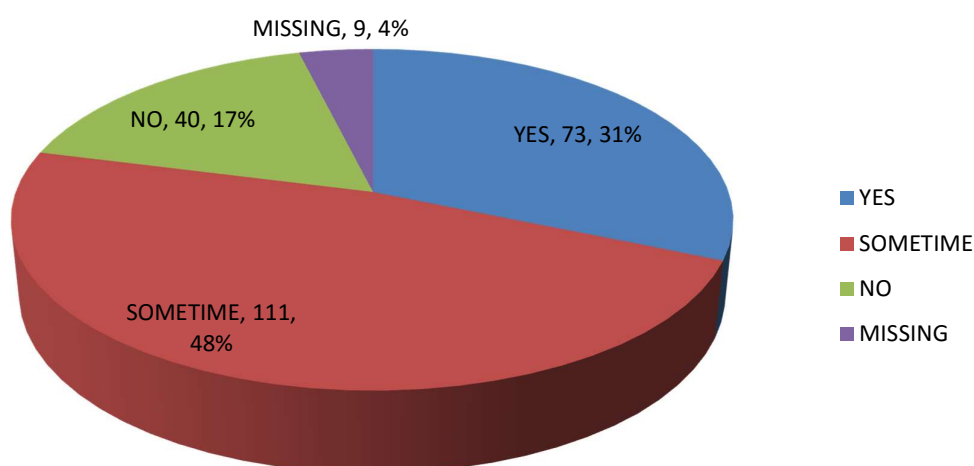


Figure 59-Do you feel nervous when you speak in English with your teacher?

Table 67:Q5P-Do you speak in English?

Options		Frequency	Percent
Valid	YES	69	29.6
	SOMETIME	130	55.8
	NO	25	10.7
Missing	0	9	3.9
Total		233	100.0

In response to question 5P –Do you speak in English?, only 30% students responded ‘yes’ while majority of 56% responded ‘sometime’ and 11% students clearly responded ‘no’ they do not speak in English. The findings shown in table 67 indicate that only 30% BSEB students speak in English. It suggests that rest of the students should be motivated to speak in English.

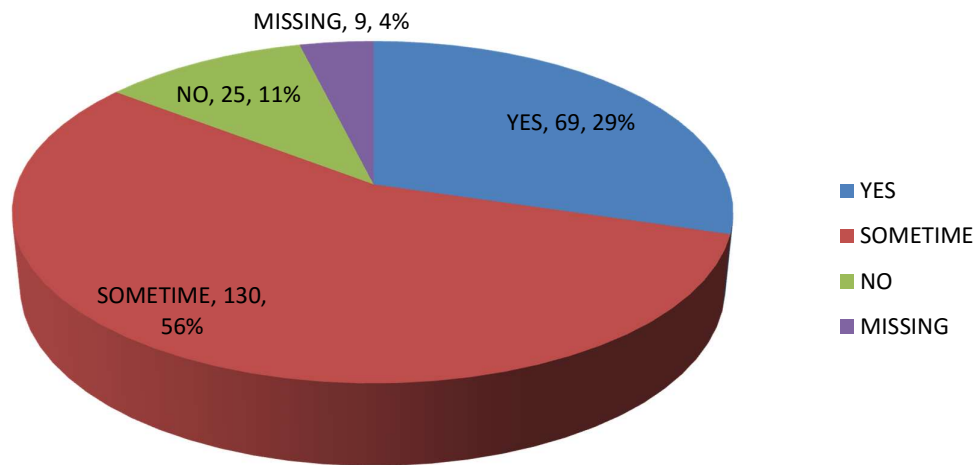


Figure 60-Do you speak in English?

Table 68:Q5Q-Do you think in English?

Options		Frequency	Percent
Valid	YES	89	38.2
	SOMETIME	107	45.9
	NO	25	10.7
Missing	0	12	5.2
Total		233	100.0

In response to question 5Q- Do you think in English?, the findings are given in table 68 show that 40% students responded 'yes', they think in English, 48% marked sometime while only 11% responded that they do not think in English. The findings shown in table 68 express that majority of BSEB students do not think in English.

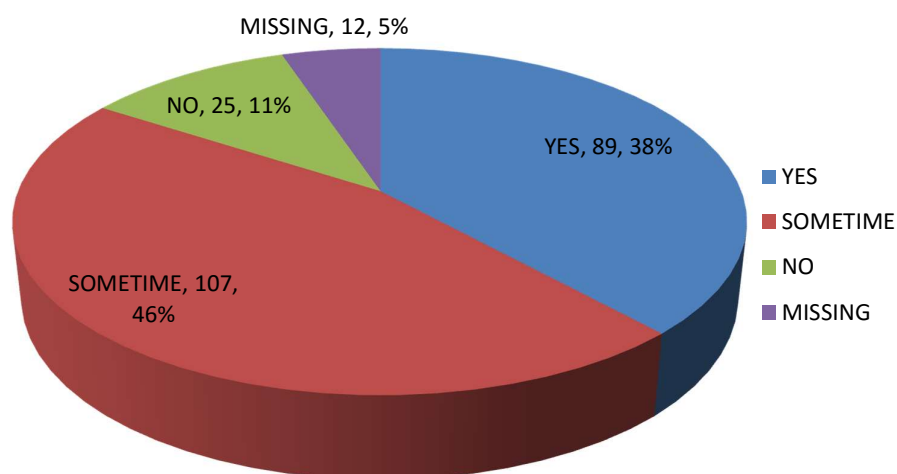


Figure 61-Do you think in English?

Table 69:Q5R-Do you have problem in presentation, viva-voce?

Options		Frequency	Percent
Valid	YES	129	55.4
	SOMETIME	73	31.3
	NO	23	9.9
Missing	0	8	3.4
Total		233	100.0

Table 69 shows the findings of the question, ‘do you have problem in presentation, viva-voce?’, 57% students admitted that they have problem in presentation, viva-voce while only 10% responded that they do not have problem. Rest 32% of students marked ‘sometime’. While 4% did not respond to this question. Table 69 shows that only 10% BSEB students do not have problem in presentation and viva-voce, it also suggests that majority of BSEB students need to improve their ability to give presentation and face viva-voce.

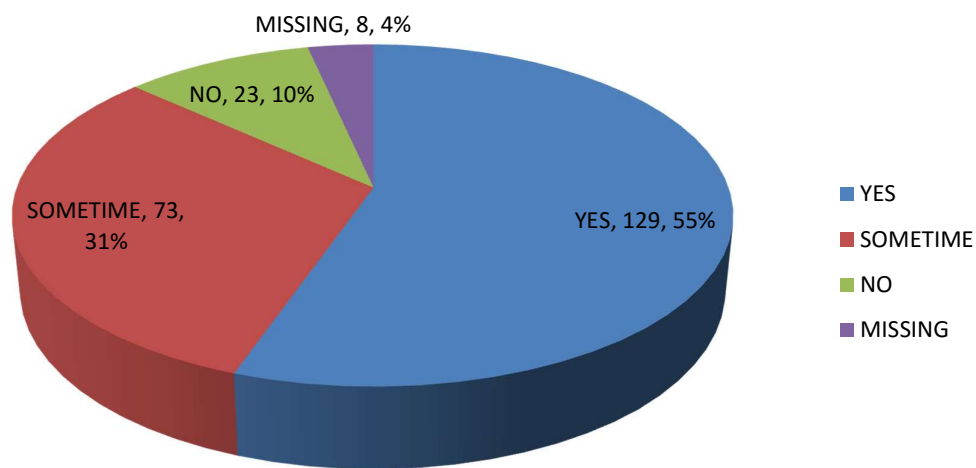


Figure 62-Do you have problem in presentation, viva-voce?

Table 70:Q5S-Do you find grammar useful to improve your English speaking proficiency?

Options		Frequency	Percent
Valid	YES	146	62.7
	SOMETIME	60	25.8
	NO	13	5.6
Missing	0	14	6.0
Total		233	100.0

When the students were asked, ‘Is grammar useful to improve English speaking proficiency?’, 67% students said ‘yes’, grammar is useful only 6% responded said ‘no’ and 25% of students think ‘sometimes’ grammar is important. The findings in table 70 show that majority of BSEB students believe that grammar is useful to improve their English speaking proficiency.

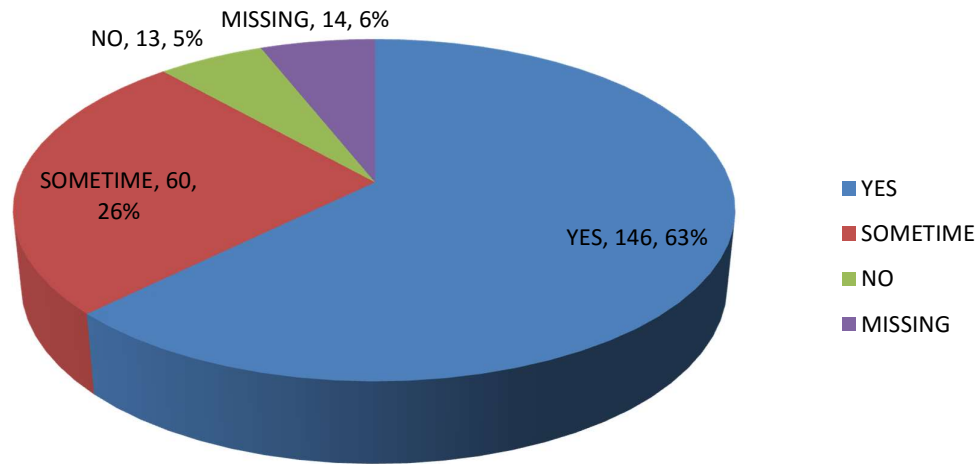


Figure 63-Do you find grammar useful to improve your English speaking proficiency?

IV Learning Strategies/ Ways of Learning:

In this section of the questionnaire students were asked to point out what strategies of learning or ways of learning they would like to have in their curriculum. 13 options were given they had to tick ‘yes’ or ‘no’ in front of the options.

Table 71:Q6A- Grammar

Options		Frequency	Percent
Valid	YES	200	85.8
	NO	30	12.9
Missing	0	3	1.3
Total		233	100.0

As shown in the table 71, 87% BSEB students like to learn grammar. Only 13% said no to grammar. 3 students did not respond to the question. The findings given in table 71 express that majority of BSEB students like grammar.

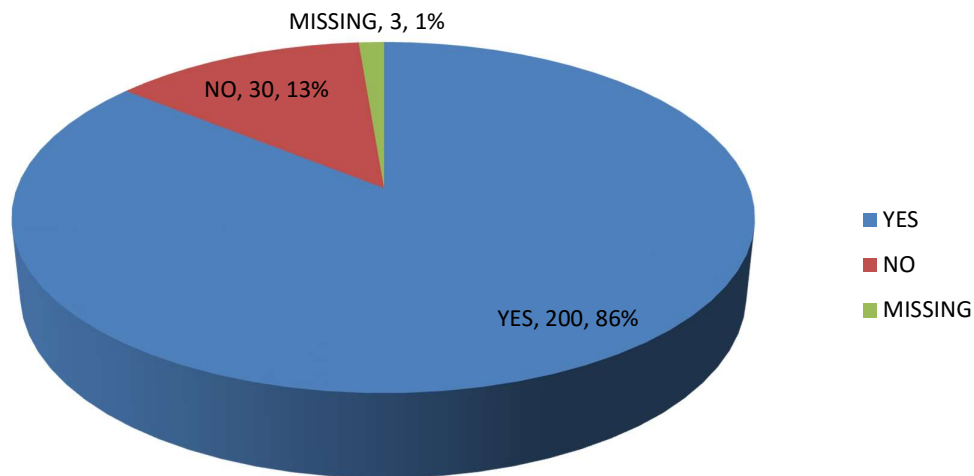


Figure 64-Q6A- Grammar

Table 72:Q6B- Conversation

Options	Frequency	Percent
YES	182	78.1
NO	51	21.9
Total	233	100.0

In response to the option given in 6B, 78% BSEB students responded ‘yes’ while rest of the students around 22% of them responded ‘no’. Table 72 represented the findings of question 6B, it conveys that 78% students like to learn by having conversation practice in their classroom while 22% students did not like to learn by practicing conversation.

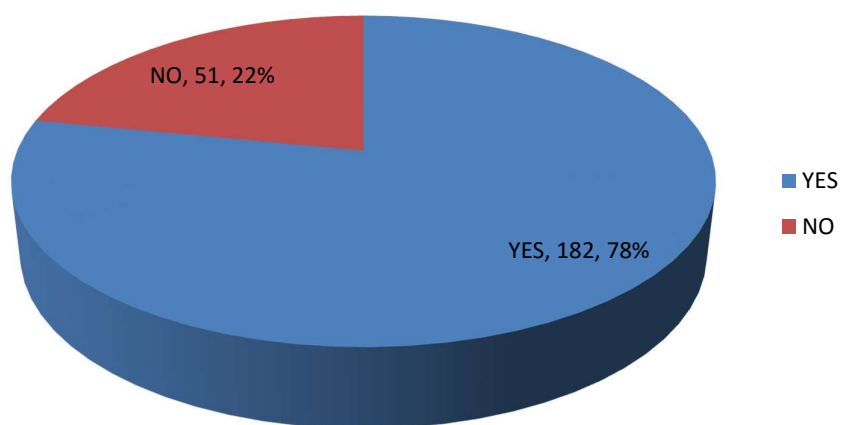


Figure 65- Q6B- Conversation

Table 73:Q6C-Video

Options		Frequency	Percent
Valid	YES	177	76.0
	NO	52	22.3
Missing	0	4	1.7
Total		233	100.0

As shown in the table 73, 77% students like to learn through videos while only 23% do not want to have video classes. Out of 233 students, 4 students did not respond to this question. The findings suggested that majority of BSEB students want to have video classes.

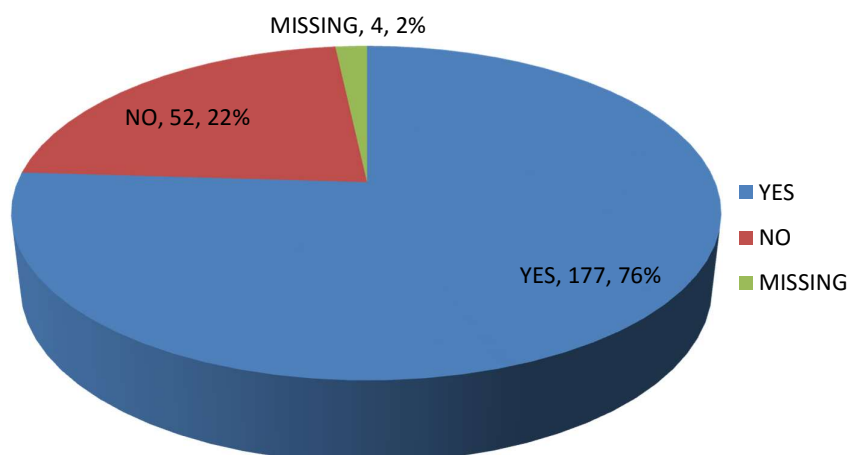
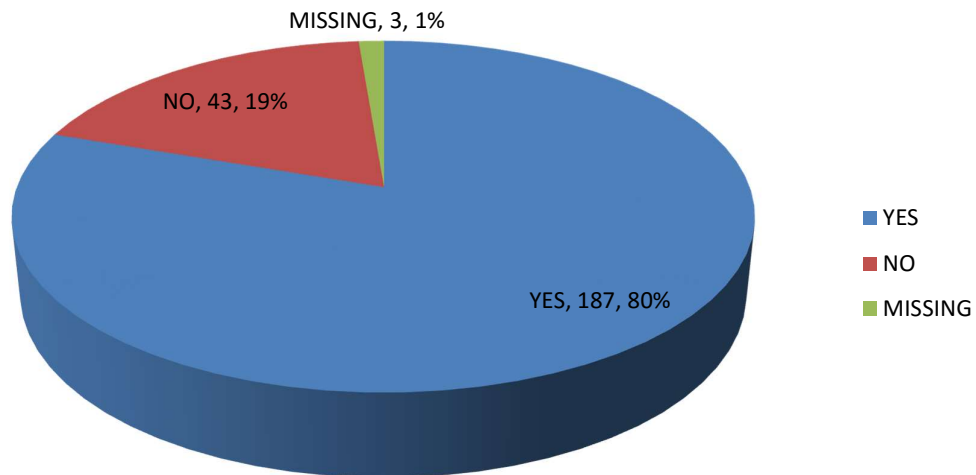


Figure 66- Q6C-Video

Table 74:Q6D-Computer

Options		Frequency	Percent
Valid	YES	187	80.3
	NO	43	18.5
Missing	0	3	1.3
Total		233	100.0

In response to the option 6D, 80.3% students marked ‘yes’, 18.5% students responded ‘no’ and 1.3% students did not respond. The findings represented in table 74 reveal that majority of BSEB students want to learn by computer.

**Figure 67- Q6D-Computer****Table 75:Q6E- Listening to cassettes**

Options		Frequency	Percent
Valid	YES	162	69.5
	NO	68	29.2
Missing	0	3	1.3
Total		233	100.0

Listening to cassettes help to learn pronunciation and accent, when students were asked whether they like this strategy ,70% students responded ‘yes’ while 30% said ‘no’. The findings shown in table 75 suggest that 70% BSEB believe that listening to cassettes may help them in learning.

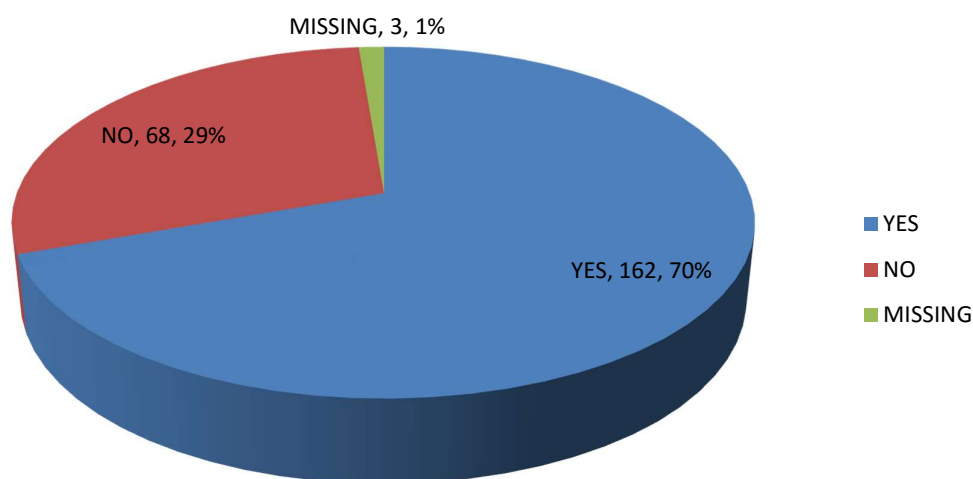


Figure 68- Q6E- Listening to cassettes

Table 76:Q6F- Writing

Options	Frequency	Percent
YES	200	85.8
NO	33	14.2
Total	233	100.0

When the students were asked ‘Do they like to learn by writing?’, 86% students responded ‘yes’ while only 14% responded ‘no’. The findings indicate that majority of BSEB students like to learn by writing.

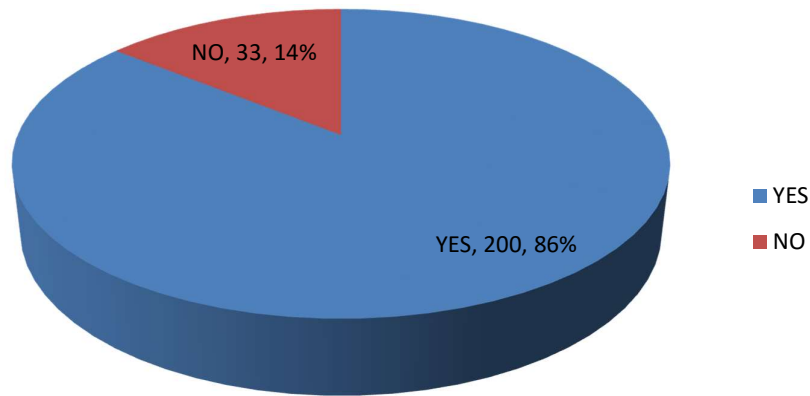


Figure 69- Q6F- Writing

Table 77:Q6G- Reading

Options		Frequency	Percent
Valid	YES	197	84.5
	NO	32	13.7
Missing	0	4	1.7
Total		233	100.0

Table 77 represented the findings of the question 6G. 86% students like to learn through reading while only 13% students responded ‘no’.4 students did not respond to this option. The findings shown in table 77 suggest that majority of BSEB students like to learn by reading.

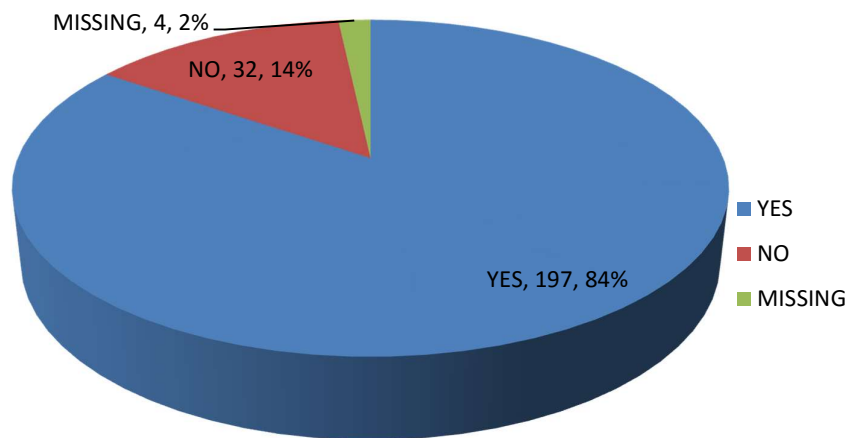
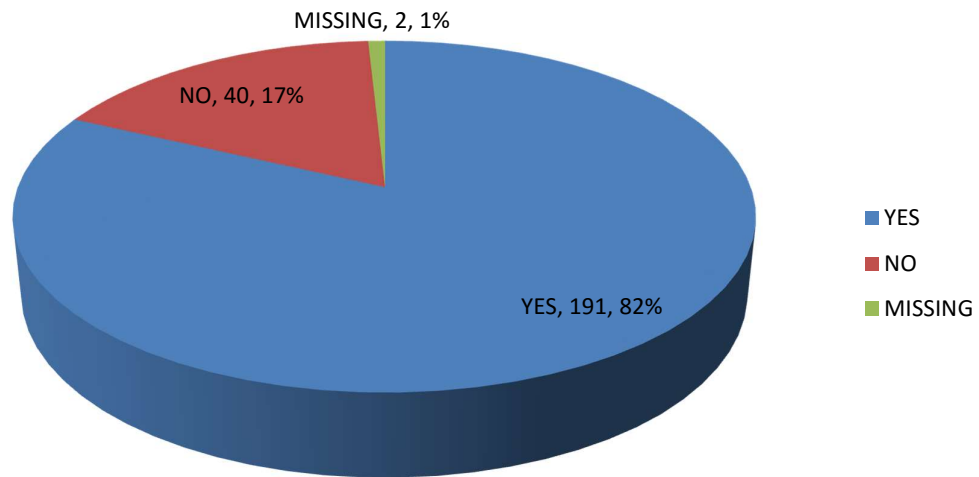


Figure 70- Q6G- Reading

Table 78:Q6H- Learning Vocabulary

Options		Frequency	Percent
Valid	YES	191	82.0
	NO	40	17.2
Missing	0	2	.9
Total		233	100.0

In response to option 6H, 82% students responded ‘yes’, 17.2% students responded ‘no’ and 0.9% students did not respond to this option. The findings represented in table 78 show that majority of 82% students like to learn vocabulary.

**Figure 71- Q6H- Learning Vocabulary****Table 79:Q6I- Home Work**

Options		Frequency	Percent
Valid	YES	209	89.7
	NO	15	6.4
Missing	0	9	3.9
Total		233	100.0

As shown in the Table 79, 90% students like to get home work for their better learning. Only 7% students do not like this learning strategy. 4% students did not mark anything. The findings convey that majority of BSEB students are in favor of getting home work.

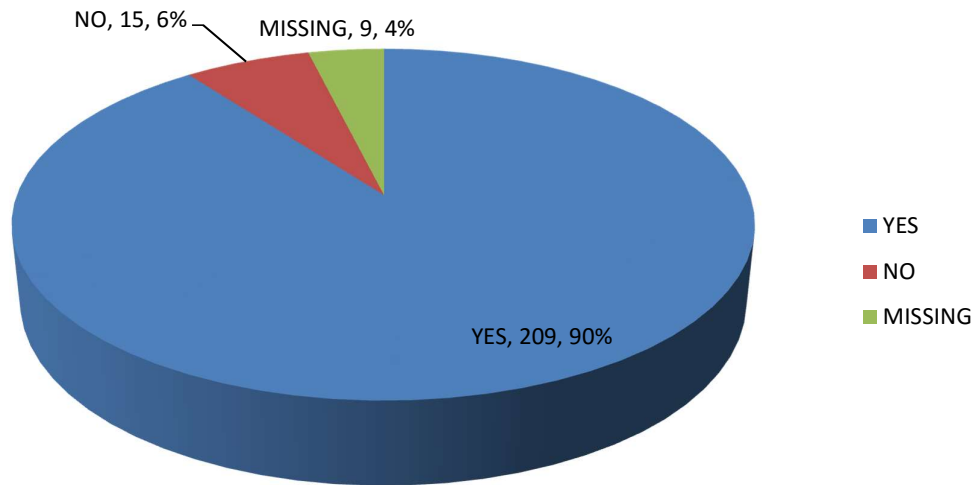


Figure 72- Q6I- Home Work

Table 80:Q6J- Working Alone

Options		Frequency	Percent
Valid	YES	168	72.1
	NO	62	26.6
Missing	0	3	1.3
Total		233	100.0

Table 80 represented the findings of the query whether learners like the strategy of working alone for their better learning, 72% students responded 'yes' while 27% students said 'no' while three response were found missing. The findings suggest that most of the BSEB students like to work alone.

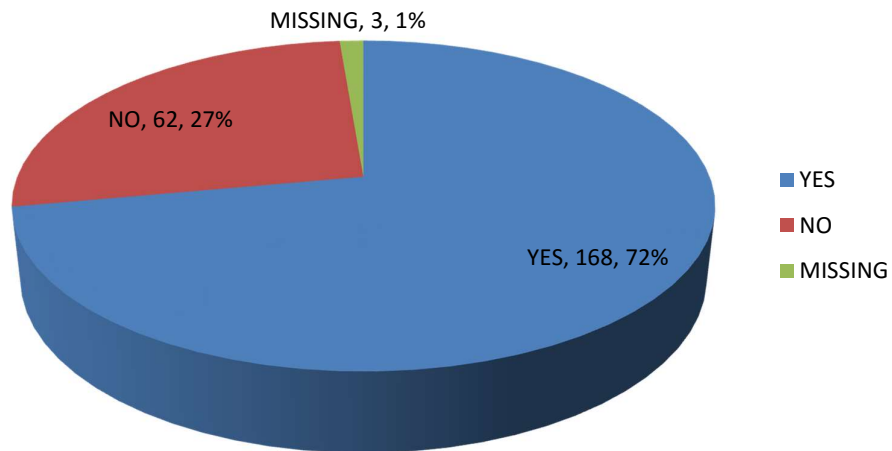


Figure 73- Q6J- Working Alone

Table 81:Q6K- Pair Work

	Options	Frequency	Percent
Valid	YES	177	76.0
	NO	54	23.2
Missing	0	2	.9
Total		233	100.0

In response to option 6K, 76% students responded ‘yes’, 23.2% students responded ‘no’ and 0.9% students did not respond to this question. The findings shown in table 81 suggest that 76% BSEB students like to do pair work while only 23% do not like to do pair work.

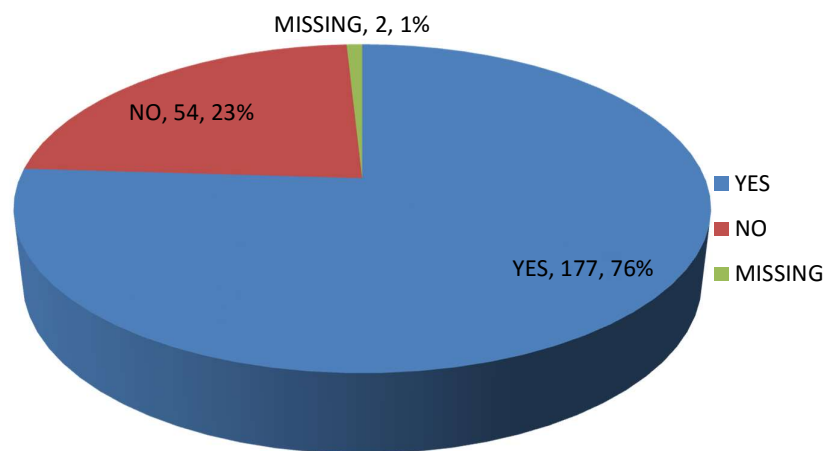
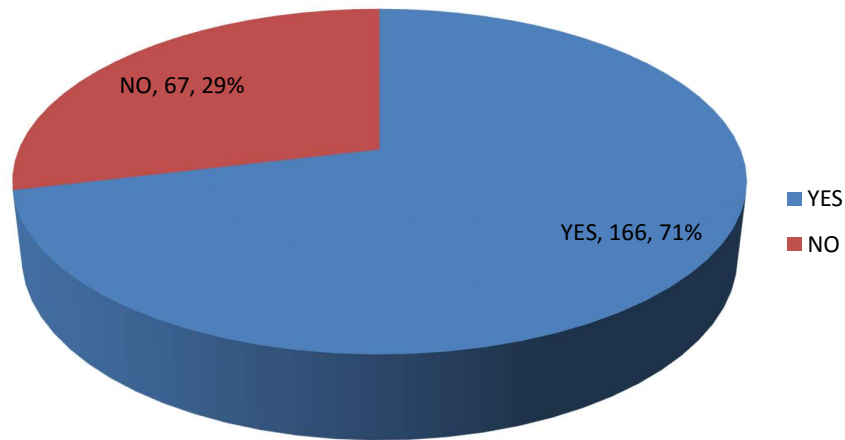


Figure 74- Q6K- Pair Work

Table 82:Q6L-Group Work

Options	Frequency	Percent
YES	166	71.2
NO	67	28.8
Total	233	100.0

The findings in table 82 show that in response to the option 6L, majority of 71% students responded 'yes' and 28.8% students responded 'no'. The findings suggest that majority of BSEB students like to do group work while only 29% responded they do not like to work in group.

**Figure 75- Q6L-Group Work****Table 83:Q6M- Whole Class Work**

Options		Frequency	Percent
Valid	YES	178	76.4
	NO	48	20.6
Missing	0	7	2.6
Total		233	100.0

Again students were asked by changing the last question 'group work' into 'whole class work'. It was observed that responses to this question were almost same. 76% responded 'yes' and 21% responded 'no'. 3% students did not respond. The findings suggest that majority of BSEB students like to work in group.

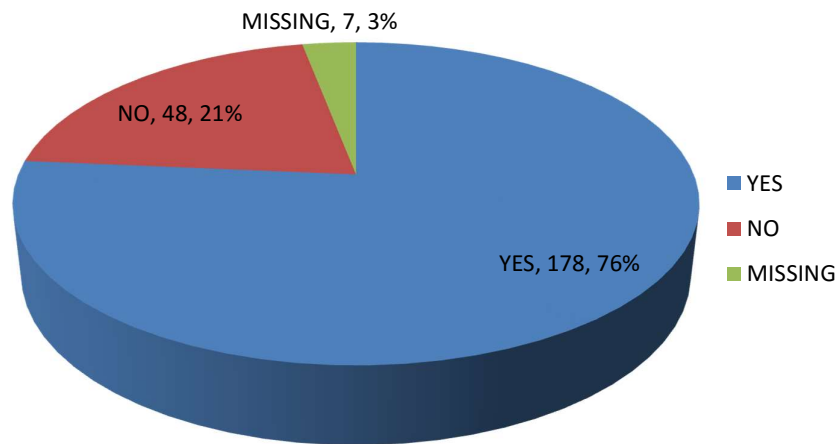
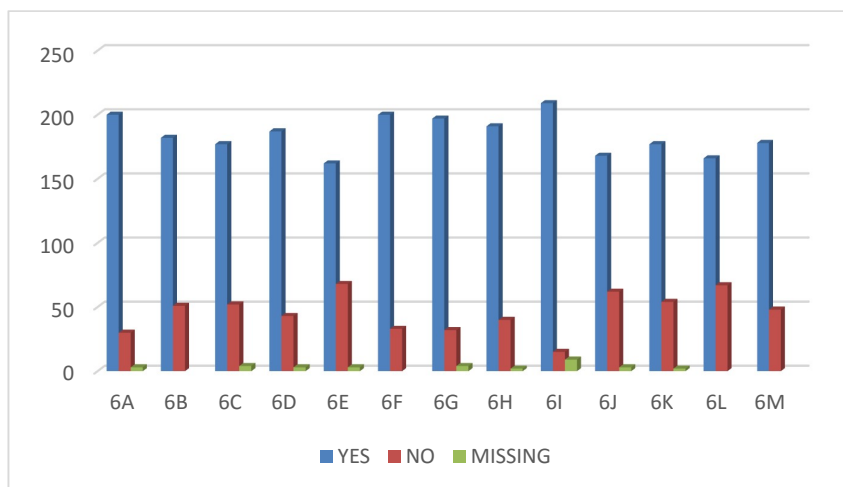


Figure 76- Q6M- Whole Class Work

A comparative graph of the above discussed findings for the likes and dislikes of the BSEB learners regarding the learning strategies and the ways of learning they opted is as follows:



Graph 2: Comparative figure for item 6

V Instruction/Method of Teaching:

This section of the questionnaire has 6 sub-sections which was designed to know about the existing teaching methodology and the pattern of teaching followed by the schools.

Table 84:Q7A- Does your teacher speak in English?

Options		Frequency	Percent
Valid	YES	18	7.7
	SOMETIME	49	21.0
	NO	156	67.0
Missing	0	10	4.3
Total		233	100.0

When the students were asked whether their teachers speak in English, the frequency in table 84 shows that out of 233 students majority of 156 students said ‘no’ their teachers do not speak in English while only 18 students said ‘yes’ they speak in English rest of the 49 students marked ‘sometime’ their teacher speak in English. 10 students did not respond. The findings reveal that teachers in BSEB affiliated schools do not speak in English.

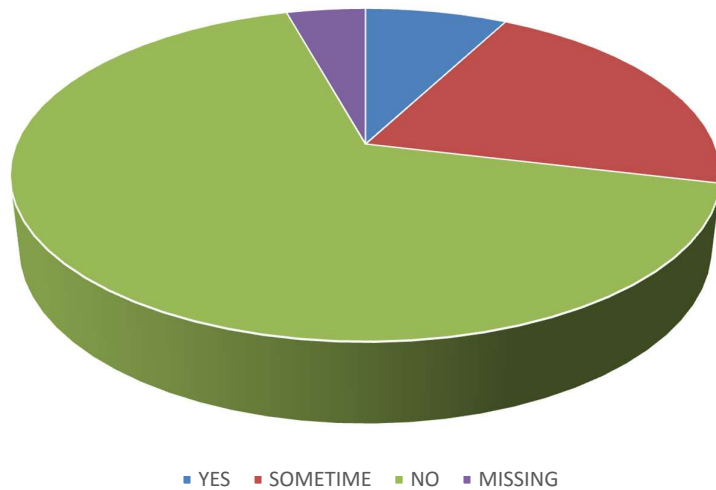


Figure 77-Does your teacher speak in English?

Table 85:Q7B- Does your teacher help you in translation?

Options		Frequency	Percent
Valid	YES	156	67.0
	SOMETIME	45	19.3
	NO	26	11.2
Missing	0	6	2.6
Total		233	100.0

In response to question 7B does your teacher help you in translation?, majority of 67% students responded 'yes' while only 11% responded 'no'.19% responded 'sometime' teachers help in translation. 6 students did not respond to this question. The findings suggest that every English teachers do not help learners in translation but the learners of BSEB need help in translation as it was observed in the previous chapter.

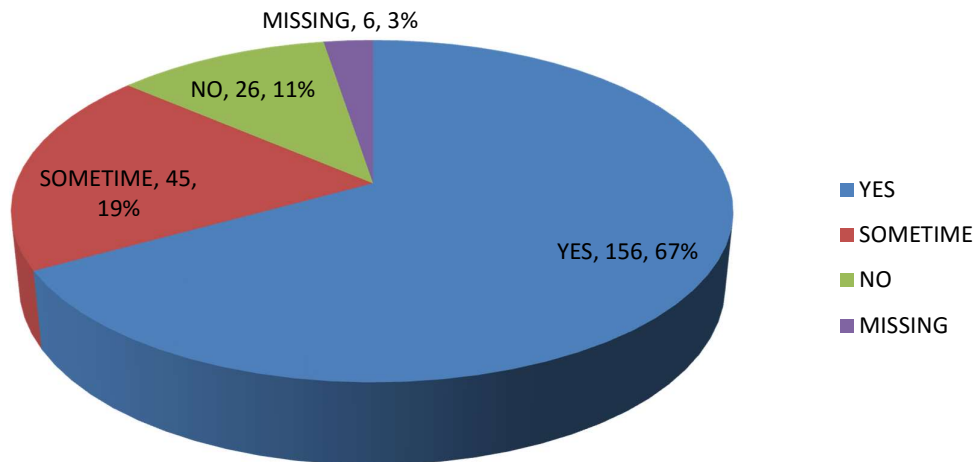


Figure 78-Does your teacher help you in translation?

Table 86:Q7C- Do you study in group?

Options		Frequency	Percent
Valid	YES	137	58.8
	SOMETIME	58	24.9
	NO	32	13.7
Missing	0	6	2.6
Total		233	100.0

When the students were asked do they study in group? Only 59% students responded 'yes', 25% responded sometime and 14% marked 'no' in response.2% students did not respond. The findings in table 86 show that group study is not practiced/followed properly in every BSEB schools.

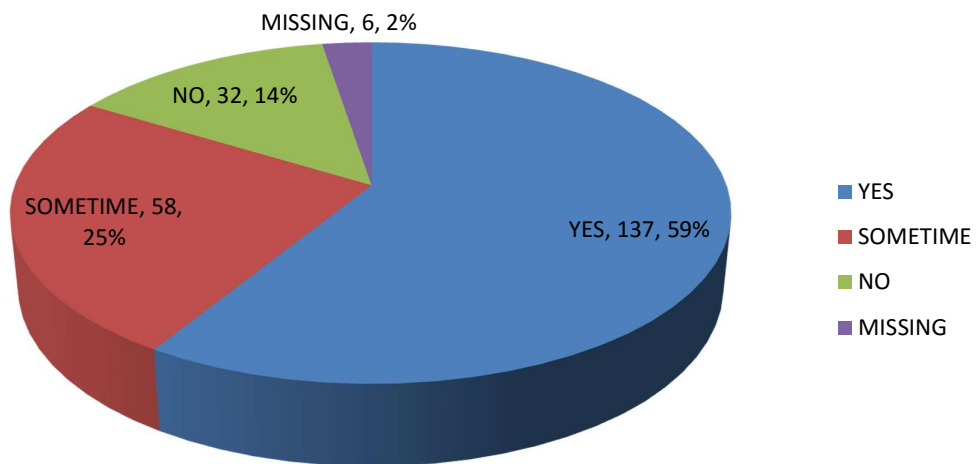


Figure 79- Do you study in group?

Table 87:Q7D-Do you have group discussion in your classroom?

Options		Frequency	Percent
Valid	YES	148	63.5
	SOMETIME	47	20.2
	NO	29	12.4
Missing	0	9	3.9
Total		233	100.0

In response to question 7D-Do you have group discussion in your classroom?, 64% students said ‘yes’ 20% students said ‘sometime’ and 12% students responded ‘no’.9 responses were found missing. The findings show that 64% students said ‘yes’ they have group discussion in their classroom but as a researcher I have observed that it is not practiced properly. They need proper guidance and instructions to have successful group discussions.

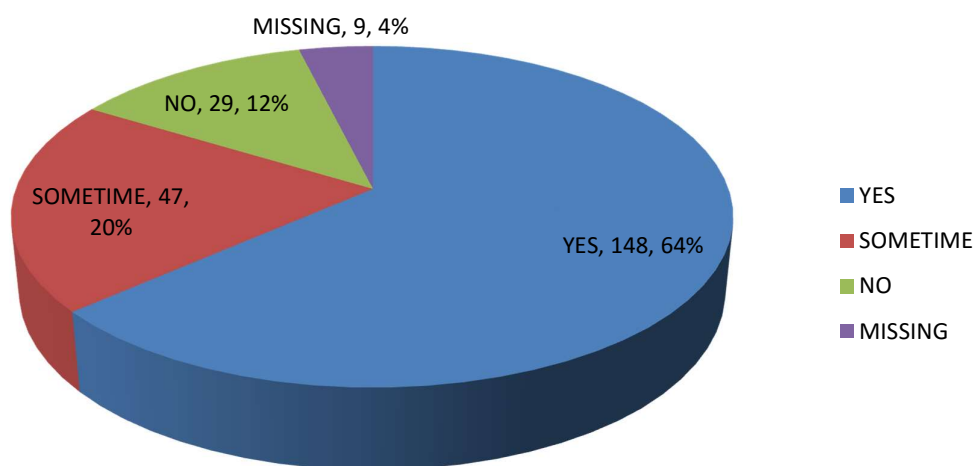
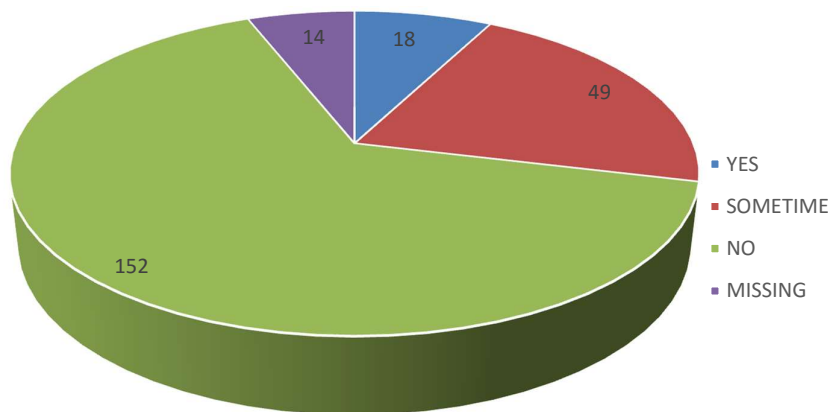


Figure 80- Do you have group discussion in your classroom?

Table 88:Q7E- Does your teacher help in vocabulary?

Options		Frequency	Percent
Valid	YES	18	7.7
	SOMETIME	49	21.0
	NO	152	65.2
Missing	0	14	6.0
Total		233	100.0

In response to question 7E (does your teacher help in vocabulary?), 7.7% students responded 'yes', 21% students responded 'sometime', 65.2% students responded 'no' rest 6% of them did not respond. The findings shown in table 88 suggest that teachers in BSEB schools do not help in vocabulary. Students of BSEB need to build their vocabulary.

**Figure 81- Does your teacher help in vocabulary?****Table 89:Q7F-Does your teacher help in reading/writing/speaking?**

Options		Frequency	Percent
Valid	YES	177	76.0
	SOMETIME	29	12.4
	NO	23	9.9
Missing	0	4	1.7
Total		233	100.0

In response to question 7F-does your teacher help in reading/writing and speaking?,

majority of 76% students responded 'yes' only 10% feel they are not being helped by their teachers. 12% responded sometimes they get help sometime they did not. The findings suggest that teachers in BSEB schools help learners in reading/ writing/ speaking.

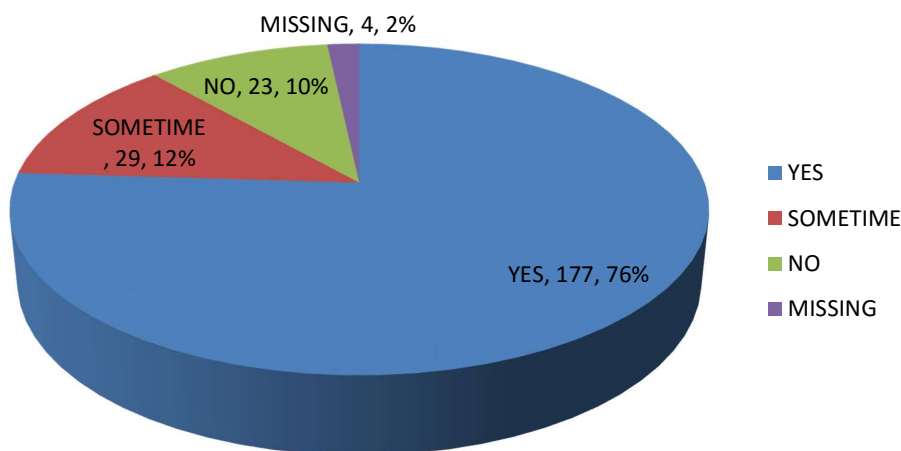


Figure 82- Does your teacher help in reading/writing/speaking?

VI Questions on Syllabus:

This section has five questions regarding the syllabus of English course followed in their classroom. The purpose was to get information about the syllabus pattern and to analyze whether the BSEB students are satisfied with the existing syllabus or not.

Table 90:Q8A-Are you satisfied with your syllabus?

Options	Frequency	Percent
YES	200	85.8
NO	33	14.2
Total	233	100.0

In response to the query whether students are satisfied with their syllabus or not 86% students were satisfied with their syllabus while only 14% were not satisfied with their syllabus. The findings shown in the table 90 declare that although BSEB syllabus is not perfect as it was discussed in the previous chapter but majority of

students responded they are satisfied with their syllabus. It indicates that they are happy with their easy syllabus to pass their examinations only.

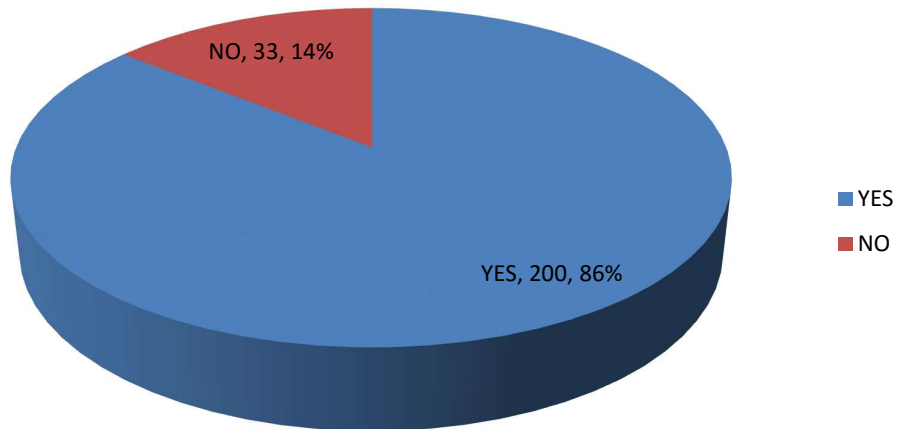


Figure 83- Are you satisfied with your syllabus?

Table 91:Q8B- Does it help you to improve your communicative skill?

Options	Frequency	Percent
YES	49	21.0
NO	184	79.0
Total	233	100.0

As shown in table 91, when the BSEB students were asked whether their syllabus help them to improve their communicative skill, only 21% students gave positive response while majority of 79% students feel that their syllabus do not help them to improve their communicative skill. The findings shown in the table 91 reveal that BSEB syllabus did not help learners to improve their communicative skills.

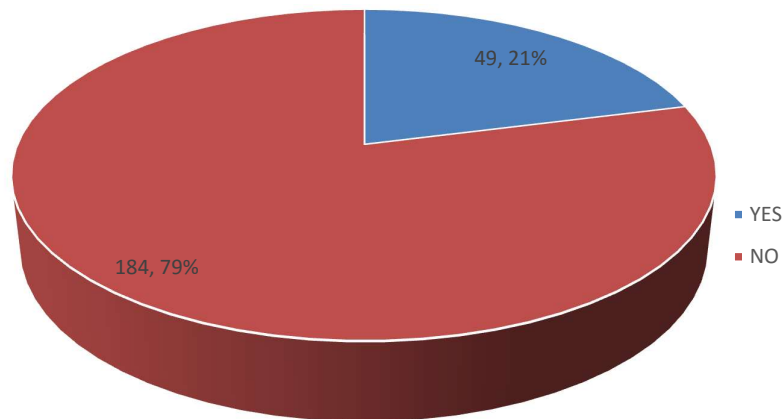


Figure 84-Does it help you to improve your communicative skill?

Table 92:Q8C-Do you have grammar in your syllabus?

Options	Frequency	Percent
YES	233	100.0
Total	233	100.0

In response to question 8C: Do you have grammar in your syllabus? , 100% students responded 'yes' they have grammar in their syllabus. The findings shown in table 92 convey that BSEB syllabus focuses on grammar.

Table 93:Q8D-Do you have translation exercises in your syllabus?

Options		Frequency	Percent
Valid	YES	193	82.8
	NO	38	16.3
Missing	0	2	.9
Total		233	100.0

In response to question 8D-do you have translation exercises in your syllabus?, majority of 83% BSEB students responded 'yes',16% students responded 'no' and 0.9% responses were found missing. The findings shown in table 93 declare that there is translation exercises in the BSEB syllabus.

Table 94:Q8E-Does your syllabus gets completed during the course period?

Options		Frequency	Percent
Valid	YES	147	63.1
	NO	81	34.8
Missing	0	5	2.1
Total		233	100.0

As shown in the table 94, in response to the question 8E, 63% students responded 'yes', 34.8% students responded 'no' and 2.1% responses were found missing. The findings in table 94 suggest that in the most of BSEB affiliated schools syllabus got completed during the course period.

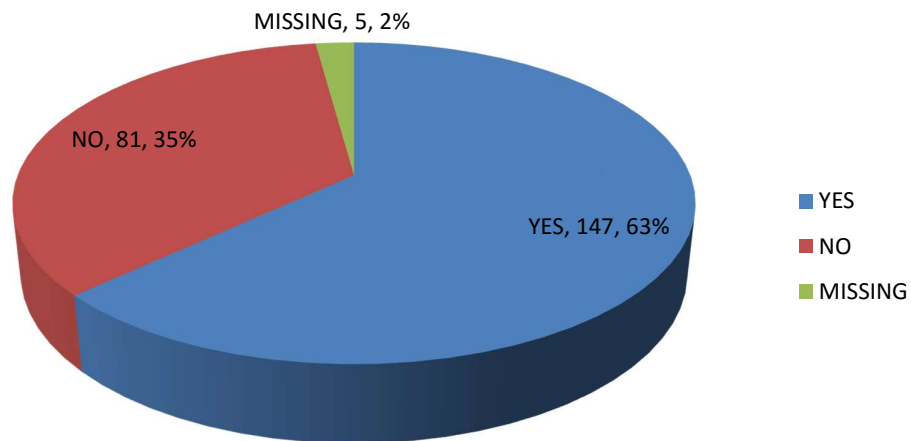


Figure 85- Does your syllabus get completed during the course period?

C. COMPARATIVE NEED ANALYSIS OF BSEB AND CBSE STUDENTS

This section of the chapter deals with the comparative study of the BSEB and CBSE curriculum and needs analysis of the students. The frequency table given below shows the frequency and percentage of respondents from each board involved in the present analysis.

Table 95: Frequency of BSEB and CBSE respondents

Boards	Frequency	Percent	Cumulative Percent
BSEB	233	48.7	48.7
CBSE	245	51.3	100.0
Total	478	100.0	

Question number 9 to 12 indicate the order of assessment from 1 to 4 with ‘one’ as the lowest. The findings of these questions were compared between BSEB and CBSE boards. Each question is based on four language skills: listening comprehension, speaking, reading and writing. Four sub-skills were given under each skill, respondents were asked to indicate the order of assessment among the four given sub-skills.

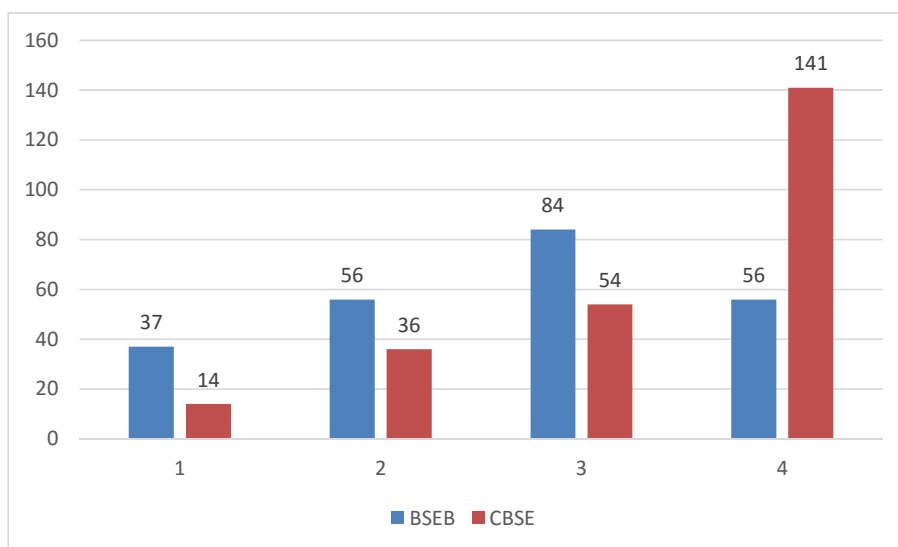
In response to question 9 (which of the following English Language ‘Listening comprehension’ sub skills, do you think, is more important for you than the others?),

Table 96: Q 9a Ability to understand questions raised by other students and to follow class-discussion

Options	No. Of Responses	
	BSEB	CBSE
1	37	14
2	56	38
3	84	54
4	56	141

Table 96 shows that out of 245 students of CBSE, 141 students think that option ‘**Ability to understand questions raised by other students and to follow class-discussion**’ is more important than the other sub skills given in the options, while out of 233 only 56 students of BSEB think this sub skill is more important for them. The findings suggest that CSBE students found that ability to understand questions raised

by other students and to follow class-discussions are important for them while BSEB students do not think so.

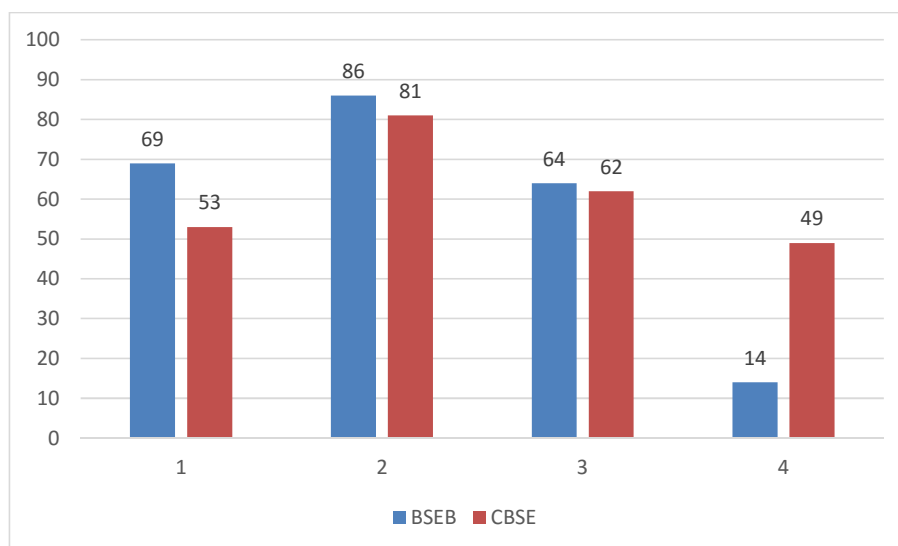


Graph 3: Ability to understand questions raised by other students and to follow class-discussion

Table 97: Q 9b Ability to understand lectures in orders to take notes

Options	No. Of Responses	
	BSEB	CBSE
1	69	53
2	86	81
3	64	62
4	14	49

Table 97 shows that out of 245 students of CBSE 49 students think that option ‘**Ability to understand lectures in orders to take notes**’ is more important than the other sub skills given in the options, while out of 233 only 14 students of BSEB think that this sub skill is more important as compared to the other. The findings show that ability to understand lectures in order to take notes was graded as 2 by the majority of students. It suggests that this ability is not much important for them.

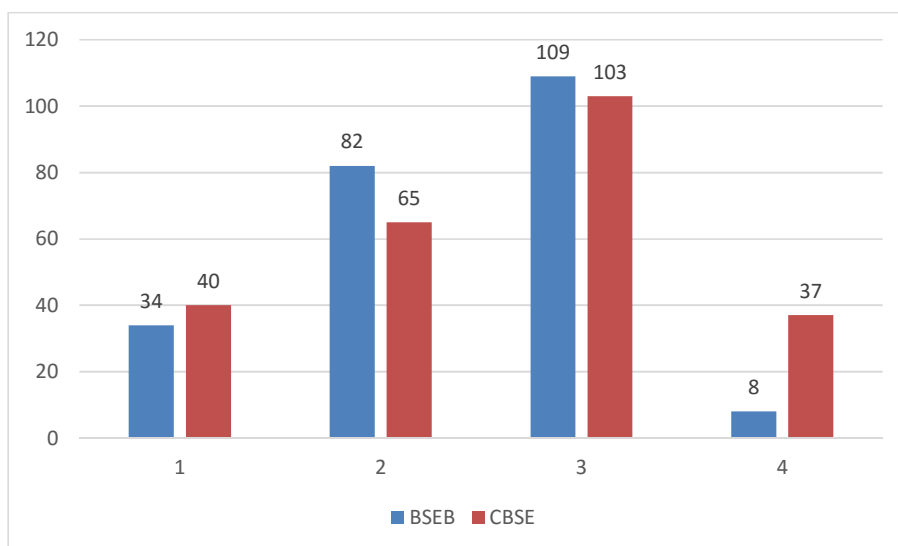


Graph 4: Ability to understand lectures in orders to take notes

Table 98: Q 9c Ability to follow and understand class- lectures

Options	No. Of Responses	
	BSEB	CBSE
1	34	40
2	82	65
3	109	103
4	8	37

Table 98 shows that out of 245 students of CBSE 37 students think that option **‘Ability to follow and understand class- lectures’** is more important than the other sub skills given in the options, while out of 233 only 8 students of BSEB find this sub skill important for them. The findings indicate that ability to follow and understand class –lectures is graded as 3 by the majority of students from CBSE and BSEB. It suggests that learners found this ability important for them but not most important.

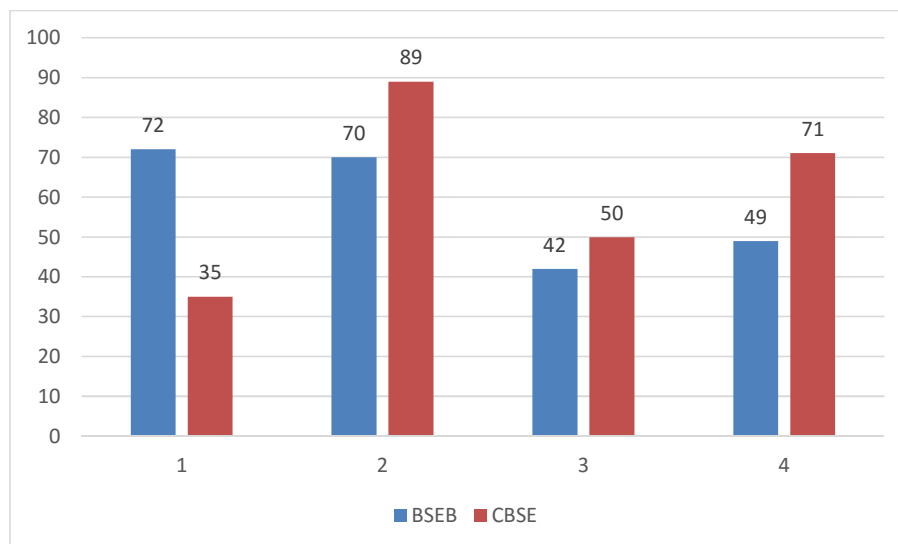


Graph 5: Ability to follow and understand class- lectures

Table 99: Q 9d Ability to understand radio and T.V. programs

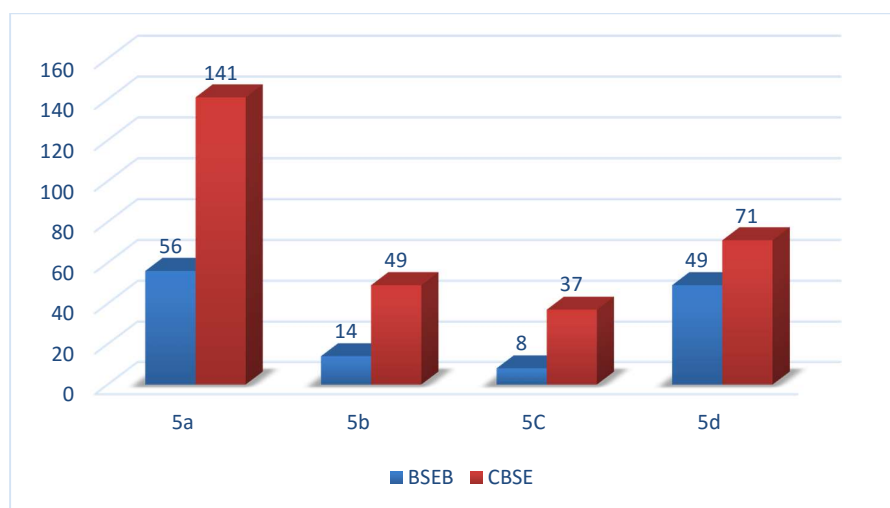
Options	No. Of Responses	
	BSEB	CBSE
1	72	35
70	72	89
3	42	50
4	49	71

Table 99 shows that out of 245 students of CBSE 71 students think that option **‘Ability to understand radio and T.V. programs’** is more important than the other sub skills given in the options, while out of 233 students, 49 students of BSEB find this sub skill most important for them as compared to the other skills. The findings suggest that ability to understand radio and T.V. programs is not graded as important ability by the learners.



Graph 6: Ability to understand radio and T.V. programs

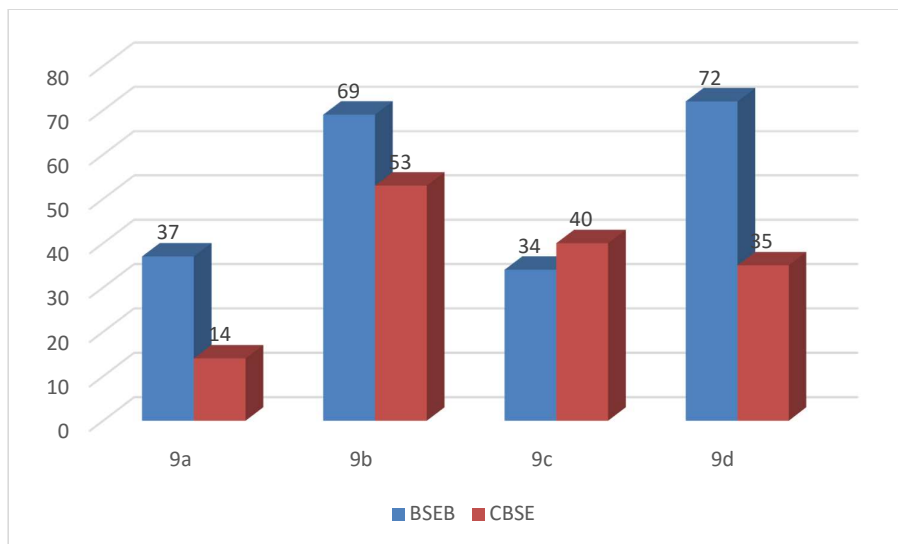
Students' opinion for the most important sub skill among the four sub skills given under the skill 'listening comprehension' can be summed up in graph 7. It is clearly observable in the graph that 'ability to understand questions raised by other students and to follow class- discussion' is opted by the majority of the students.



Graph 7: Comparative graph of the sub skills of listening comprehension opted as most important

Students' opinion for the least important sub skill among the four sub skills given under the skill 'listening comprehension' can be summed up in graph 8. It is clearly

observable in the graph that ‘ability to understand lectures in order to take notes’ is marked as the least important sub skill by the majority of the students and with the minor difference ‘ability to understand radio and television programs’ is also chosen as the least important sub skill.

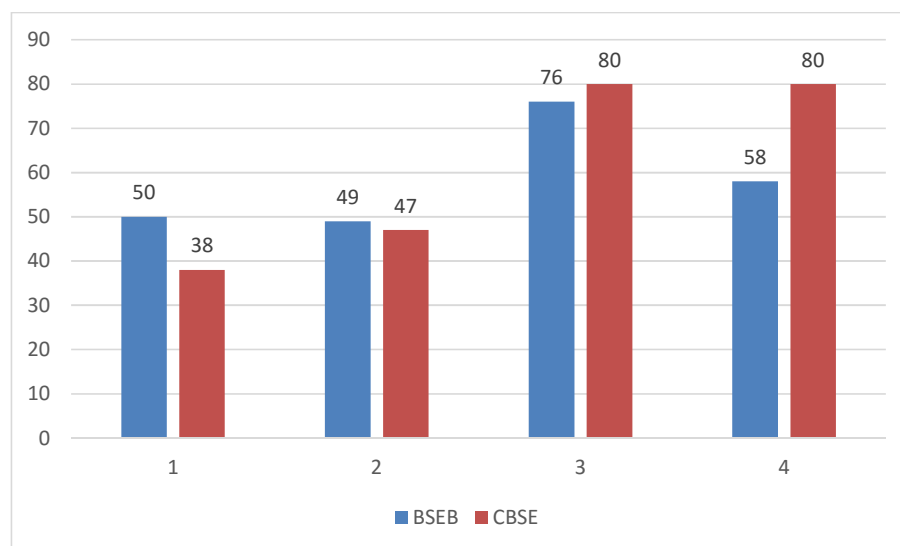


Graph 8: Comparative graph of the sub skills of the listening comprehension opted as least important

Table 100: Q 10a Ability to raise questions in the class

Options	No. Of Responses	
	BSEB	CBSE
1	50	38
2	49	47
3	76	80
4	58	80

In response to question 10 (which of the following English Language ‘speaking’ sub skills in your opinion is more important for you than the others?), Table 100 shows that out of 245 students of CBSE, 80 students have the opinion that ‘**Ability to raise questions in the class**’ is more important than the other sub skills given in the options and out of 233, 58 students of BSEB have the same opinion. The findings show that ability to raise questions in the class is opted almost equally for the grades 3 and 4. It suggests that learners found this ability as important for them.

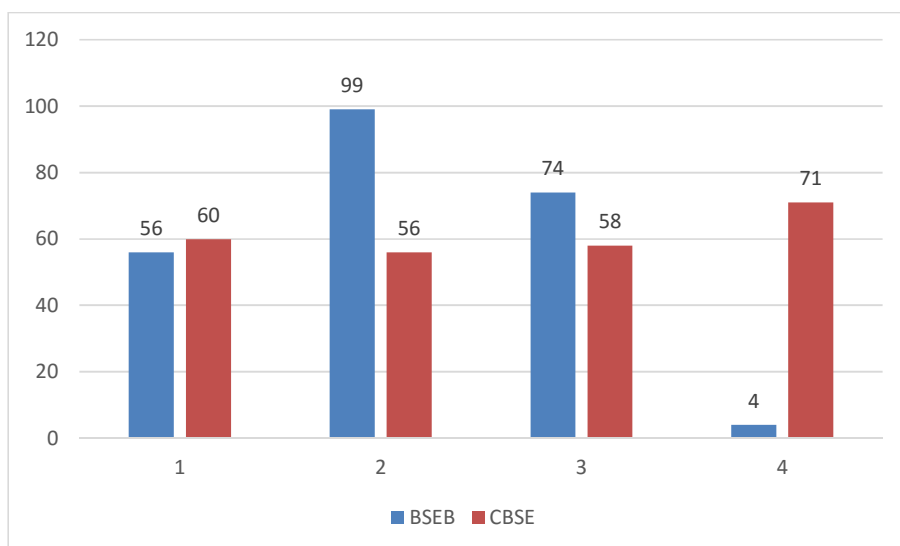


Graph 9: Ability to raise questions in the class

Table 101: Q 10b: Ability to speak to foreigners'

Options	No. Of Responses	
	BSEB	CBSE
1	56	60
2	99	56
3	74	58
4	4	71

In response to question 10 (which of the following English Language 'speaking' sub skills in your opinion is more important for you than the others?), Table 101 shows that out of 245 students of CBSE 71 students have the opinion that option '**Ability to speak to foreigners**' is more important than the other sub skills given in the options and out of 233 only 4 students of BSEB find this sub skill important for them. The findings suggest that ability to speak to foreigners was not considered as the important ability by the learners.

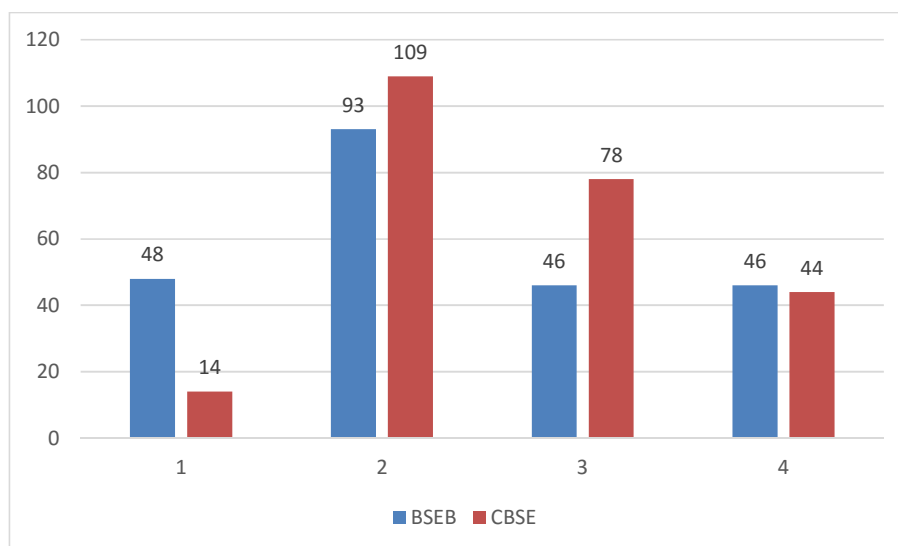


Graph 10: Ability to speak to foreigners'

Table 102: Q 10c Ability to speak intelligibly

Options	No. Of Responses	
	BSEB	CBSE
1	48	14
2	93	109
3	46	78
4	46	44

Table 102 shows that out of 245 students of CBSE, 44 students have the opinion that option '**Ability to speak intelligibly**' is more important than the other sub skills given in the options and out of 233, 46 students of BSEB find this sub skill important for them. The findings show that the ability to speak intelligibly was graded as 2 by the majority of the learners from BSEB and CBSE. Only few students of BSEB and CBSE has opted this ability as the most important ability for them.

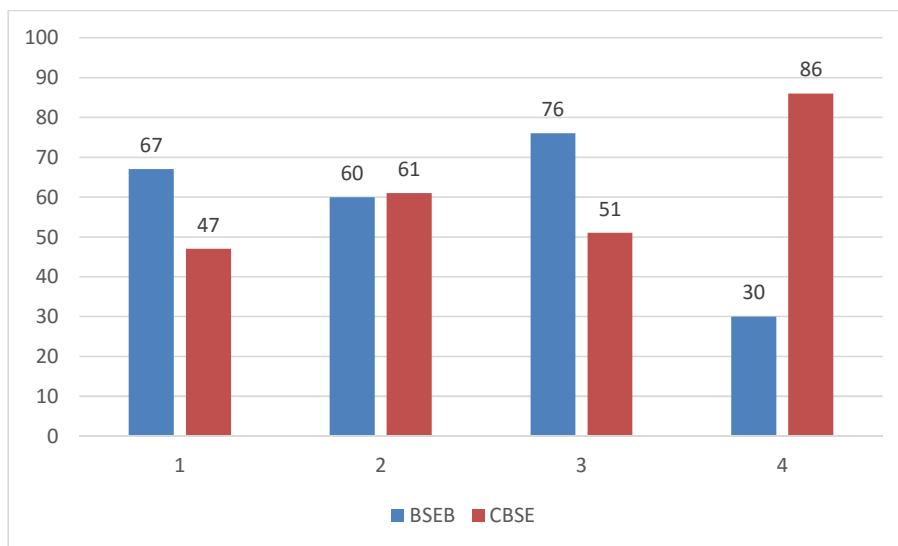


Graph 11: Ability to speak intelligibly

Table 103: Q 10d Ability to present oral-reports in classroom

Options	No. Of Responses	
	BSEB	CBSE
1	67	47
2	60	61
3	76	51
4	30	86

Table 103 shows that out of 245 students of CBSE, 86 students are of the opinion that option ‘**Ability to present oral-reports in classroom**’ is more important than the other sub skills given in the options while out of 233 only 30 students of BSEB find this sub skill important for them. The findings suggest that ability to present oral-reports in classroom was found to be more important than the other sub-skills by the majority of CBSE students while only 30 BSEB students opted this as important sub-skill.



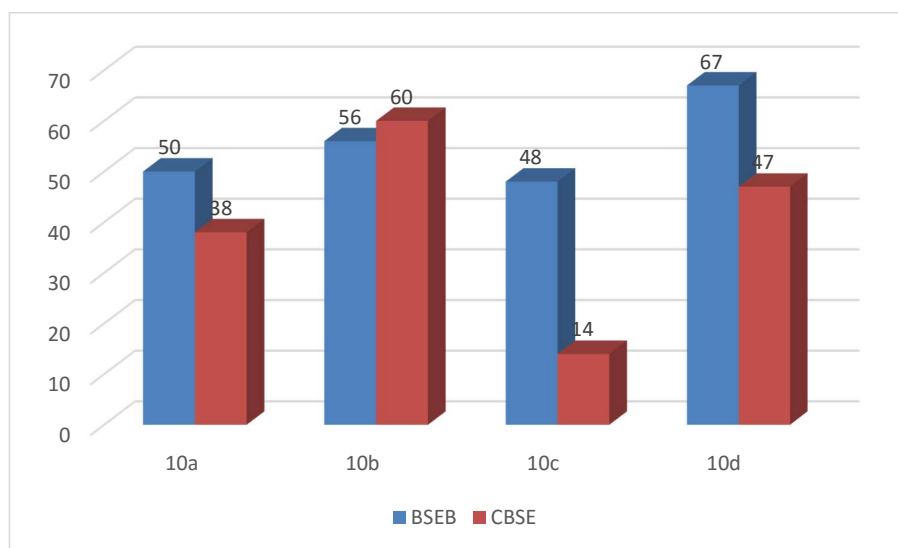
Graph 12: Ability to present oral-reports in classroom

Students' opinion for the most important sub skill among the four sub skills given under the 'speaking skill' can be summed up in graph 13. The graph represents that 'ability to raise question in the class' and 'ability to present oral-reports in classroom' both of these sub skills are opted by the large number of CBSE students. It is also noticeable that 'ability to speak to foreigners' were opted by 71 students of CBSE out of 245 while this sub skill is opted by only 4 BSEB students.



Graph 13: Comparative graph of the sub skills of speaking opted as most important

Students' opinion for the least important sub skill among the four sub skills are given under the 'Speaking skill' can be summed up in graph 14. It is clearly observable in the graph that 'ability to present oral-reports in classroom' is marked as the least important sub skill by the majority of the BSEB students and with the minor difference 'ability to speak to foreigners' is opted as the least important sub skill by the students of BSEB and CBSE both.



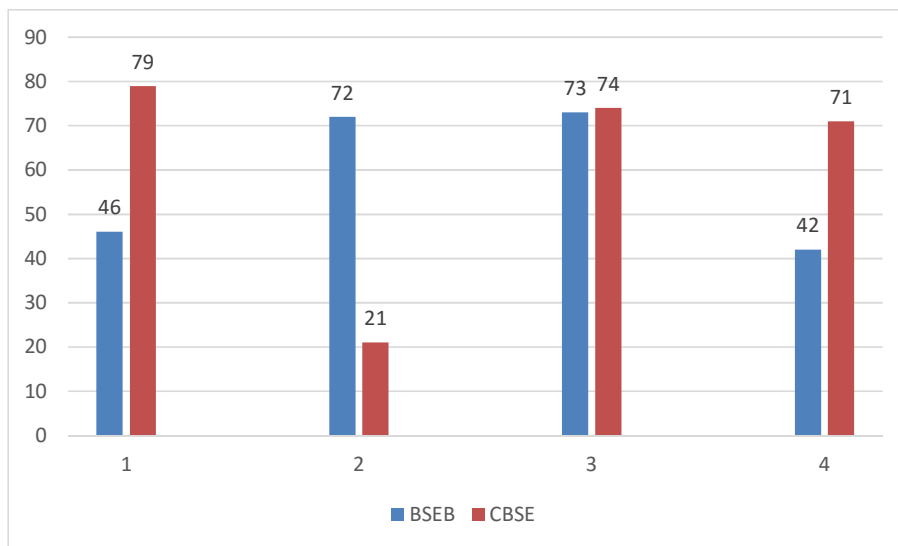
Graph 14: Comparative graph of the sub skills of the speaking skill opted as least important

Table 104: Q 11a Reading to understand tests

Options	No. Of Responses	
	BSEB	CBSE
1	46	79
2	72	21
3	73	74
4	42	71

In response to question 11 (which of the following English Language 'reading' sub skills in your opinion is more important for you than the others?), Table 104 shows that 71 CBSE students have the opinion that option '**Reading to understand tests**' is more important than the other sub skills given in the options but only 42 BSEB students out of 233 find this sub skill more important than the other sub skills. The

findings show that every student has different perspective regarding the ability of reading to understand tests. Some students have graded this ability as the least important some students found this ability to be the most important.

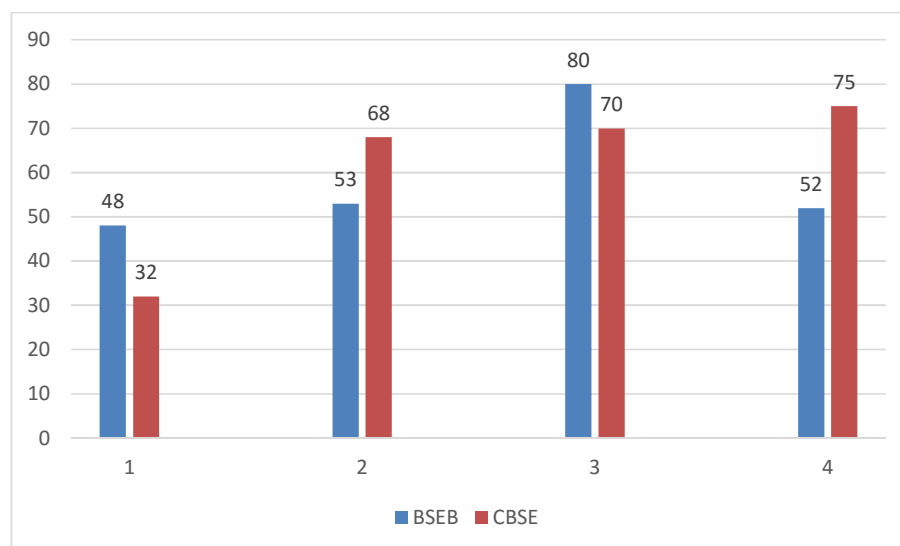


Graph 15: Reading to understand tests

Table 105: Q 11b Reading texts books

Options	No. Of Responses	
	BSEB	CBSE
1	48	32
2	53	68
3	80	70
4	52	75

Table105 shows that out of 478 students 74 CBSE students and 52 BSEB students opted '**reading texts books**' as more important than the other given sub-skills. While majority of 80 BSEB students and 70 CBSE students has put 3 in the assessment order this suggests that it is second most important sub skill for the majority of the students.

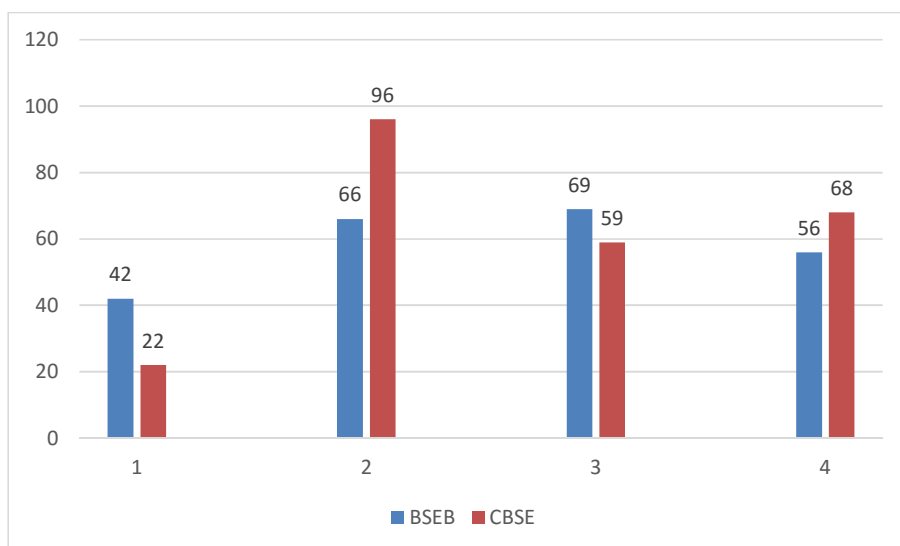


Graph 16: Reading texts books

Table 106: Q 11c: Reading Newspapers

Options	No. Of Responses	
	BSEB	CBSE
1	42	22
2	66	96
3	69	59
4	56	68

Table 106 shows the assessment order given to the sub-skill '**reading newspaper**'. Majority of 66 students from BSEB and 96 CBSE students gave 2 in the assessment order. While only 56 BSEB and 68 CBSE opted this as the most important sub-skill as compared to the other given options.

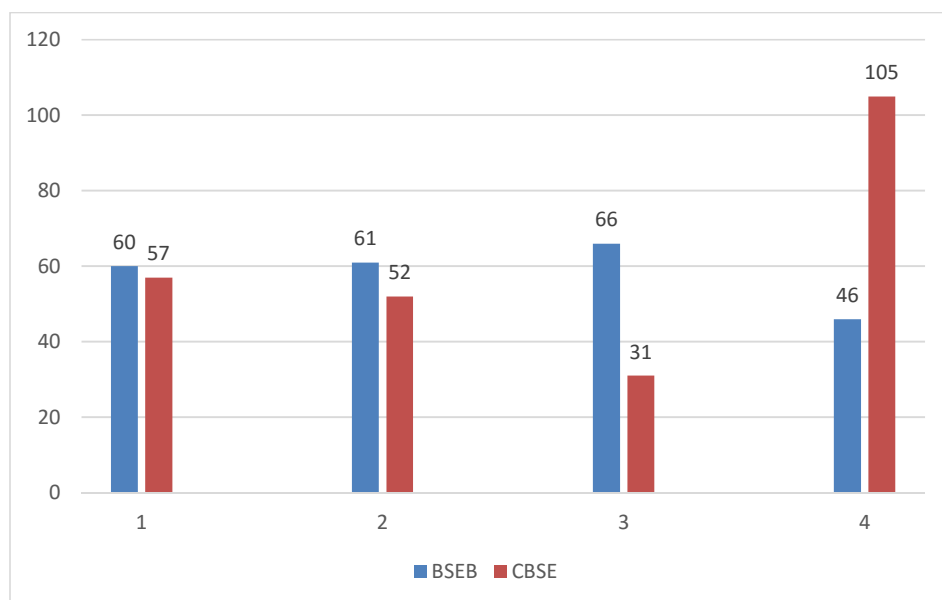


Graph 17: Reading Newspapers

Table 107: Q 11d Reading Story books/Novels

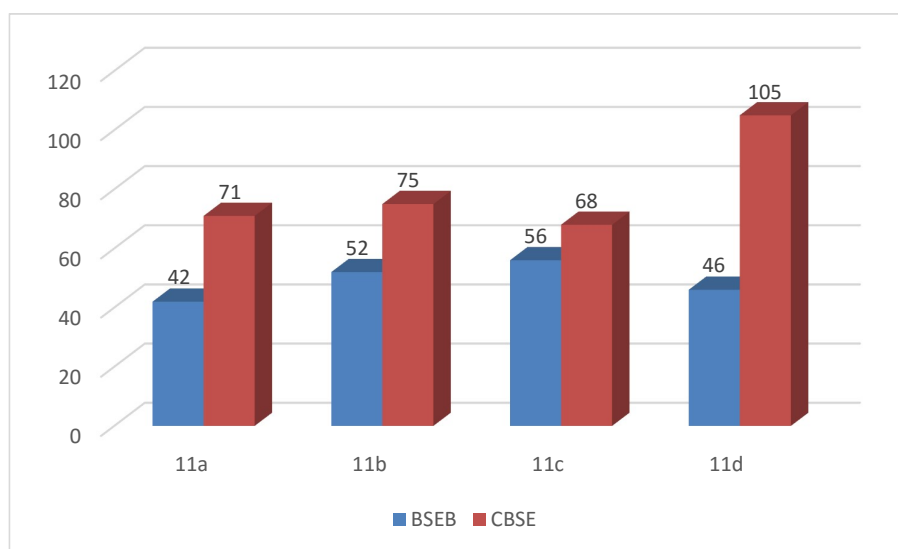
Options	No. Of Responses	
	BSEB	CBSE
1	60	57
2	61	52
3	66	31
4	46	105

Table 107 shows the assessment order given to the sub-skill '**reading story books/novels**'. Majority of 105 CBSE students has graded this as the most important while only 46 BSEB students find this sub-skill most important and majority of them has given 3, 2 and 1 to this sub-skill.



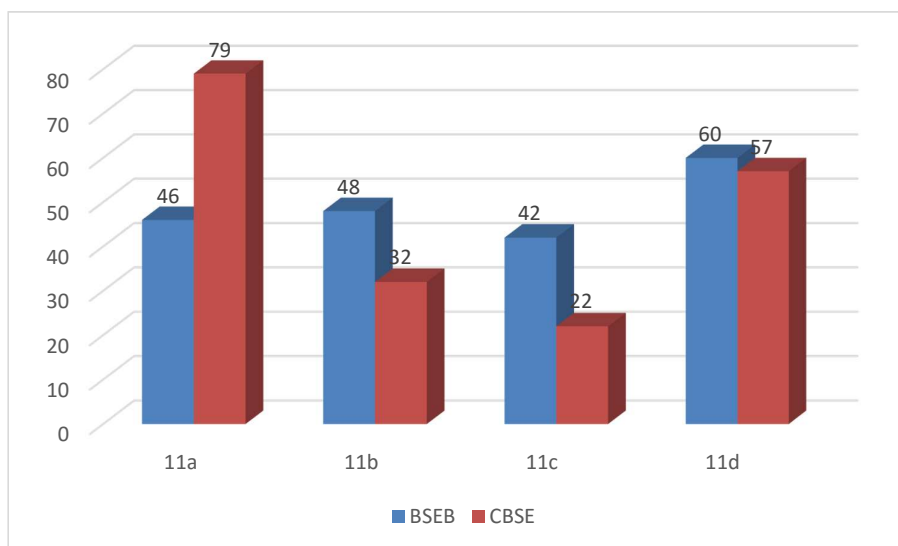
Graph 18: Reading Story books/Novels

Students' opinion for the most important sub skill among the four sub skills given under the 'reading skill' can be summed up in graph 19. The graph represents that 11d '**Reading Story books/Novels**' sub skills are opted by the majority of CBSE students while majority of 52 BSEB students has opted 11c '**Reading Newspapers**' as the most important.



Graph 19: Comparative graph of the sub skills of reading skill opted as most important

Students' opinion for the least important sub skill among the four sub skills given under the 'reading skill' can be summed up in graph 20. It is clearly observable in the graph that 11a '**Reading to understand tests**' is marked as the least important sub skill by the majority of the students.

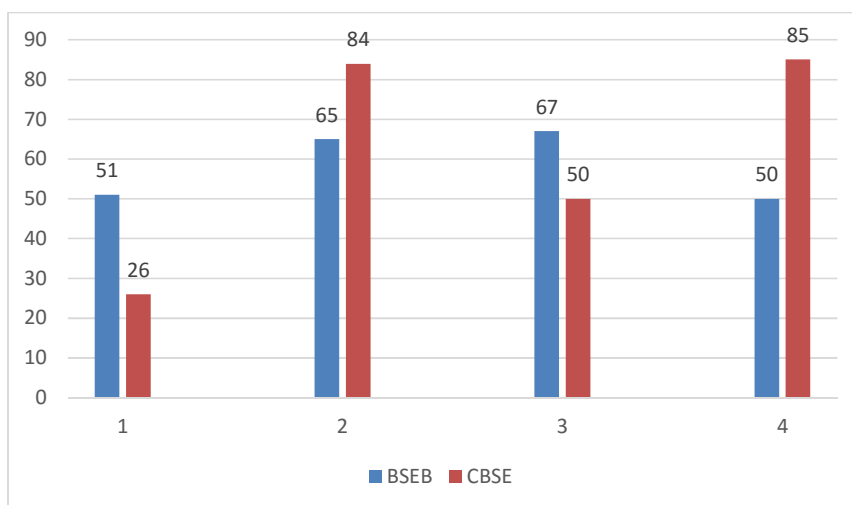


Graph 20: Comparative graph of the sub skills of the reading skill opted as least important

Table 108: Q 12a Writing Personal letters

Options	No. Of Responses	
	BSEB	CBSE
1	51	26
2	65	84
3	67	50
4	50	85

In response to question 12 (which of the following English Language 'writing' sub skills, do you think, is more important for you than the others?), table 108 shows the findings of the responses for the sub-skill 'writing personal letters'. Only 85 CBSE students and 50 BSEB students' think that writing personal letters is an important sub-skill while rest of the majority of the students do not think so.

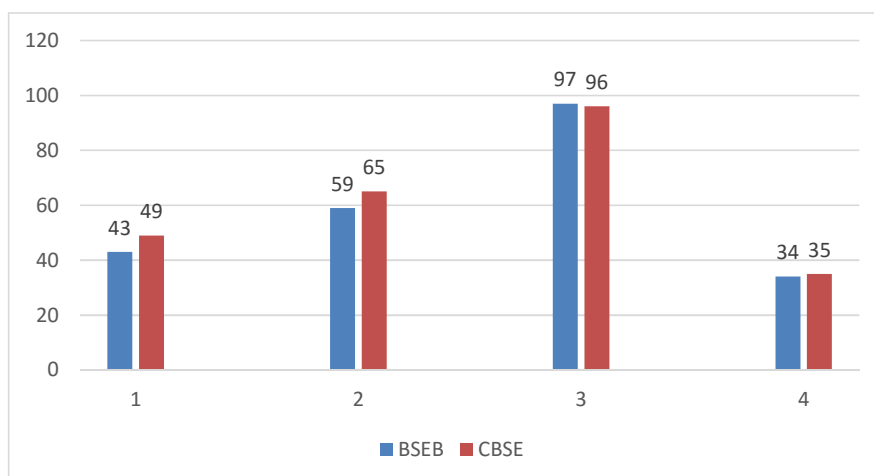


Graph 21: Writing Personal letters

Table 109: Q 12b Writing applications and filling out forms

Options	No. Of Responses	
	BSEB	CBSE
1	43	49
2	59	65
3	97	96
4	34	35

In the assessment order of the sub-skill 12b ‘writing application and filling out forms’, only 35 CBSE and 34 BSEB students opted this as the most important sub-skill as compared to the other given options.

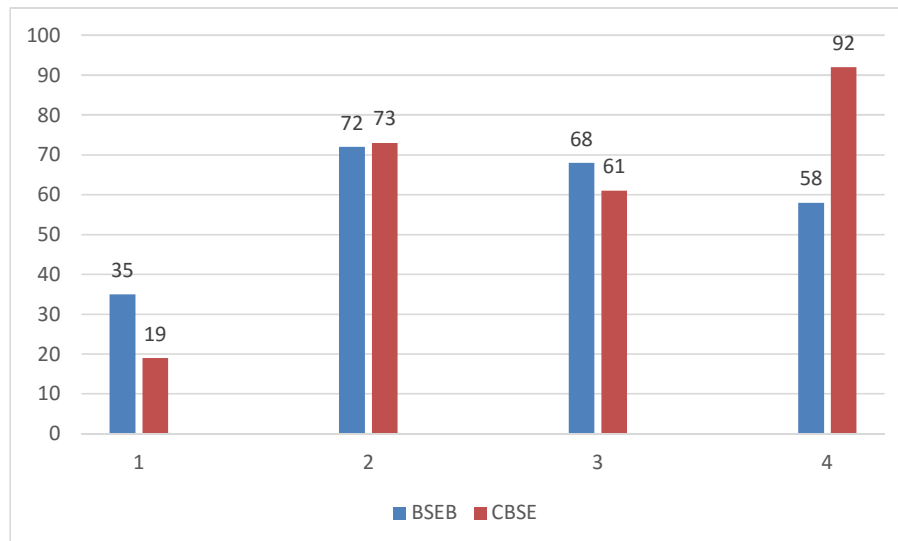


Graph 22: Writing applications and filling out forms

Table 110: Q 12c Writing class-notes

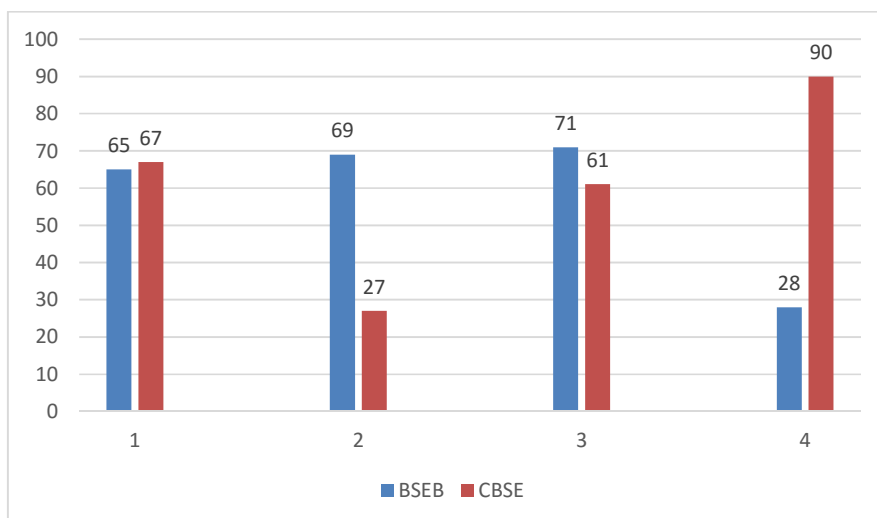
Options	No. Of Responses	
	BSEB	CBSE
1	35	19
2	72	73
3	68	61
4	58	92

In assessment order of the sub-skill 12c ‘writing class-notes’ majority of 92 CBSE students and 58 BSEB has graded this sub-skill as the most important among the other given options.

**Graph 23: Writing class-notes****Table 111: Q 12d Writing test answers**

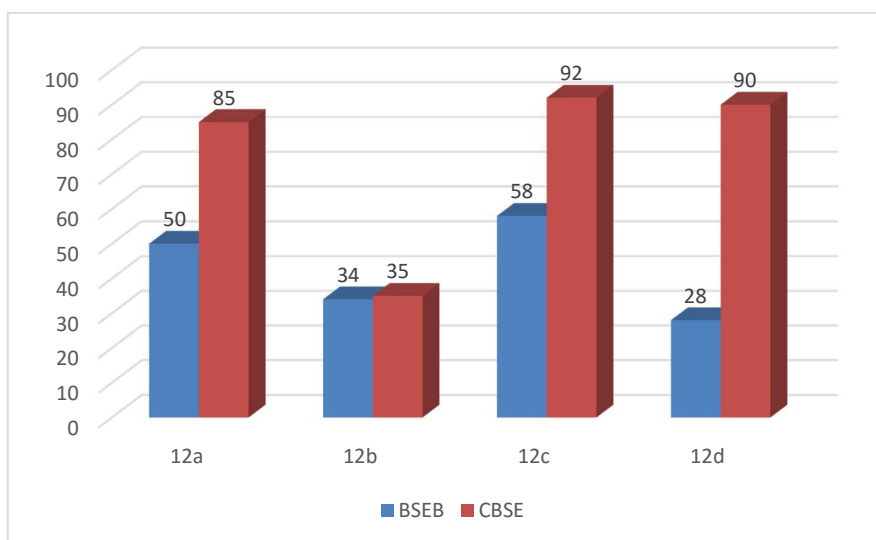
Options	No. Of Responses	
	BSEB	CBSE
1	65	67
2	69	27
3	71	61
4	28	90

In assessment order of the sub-skill 12d ‘writing test answers’ ,90 CBSE and only 28 BSEB students thought that this sub-skill is more important than the other sub-skills given in the options. Table 111 shows the findings of the responses.



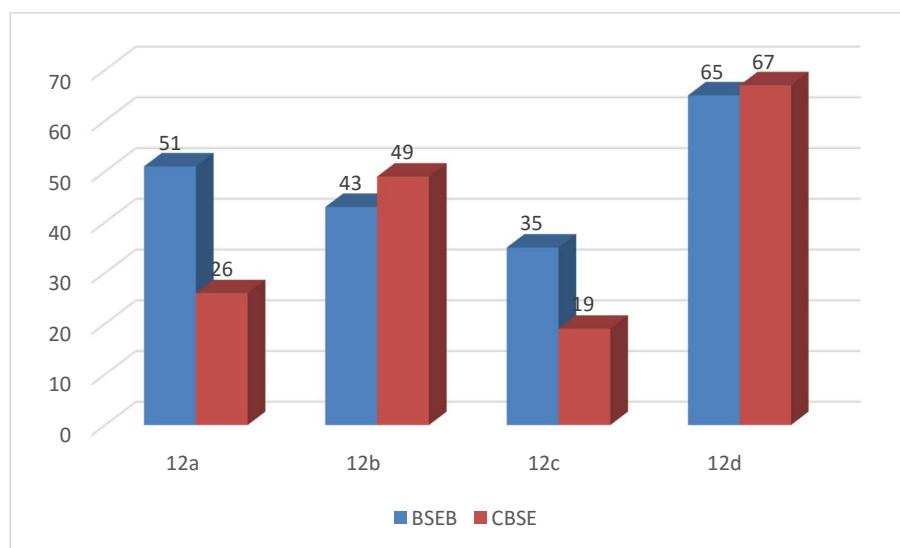
Graph 24: Writing test answers

Students’ opinion for the most important sub skill among the four sub skills given under the ‘writing skill’ can be summed up in graph 25. The graph represents that response of the CBSE students were found almost equal for the option 12a, 12c and 12d while majority of students from BSEB and CBSE found 12c ‘**Writing class-notes**’ as the most important sub-skills among the given four options.



Graph 25: Comparative graph of the sub skills of writing skill opted as most important

Students' opinion for the least important sub skill among the four sub skills given under the 'writing skill' can be summed up in graph 26. It is clearly observable in the graph that 12d 'Writing test answers' is marked as the least important sub skill by the majority of the students.



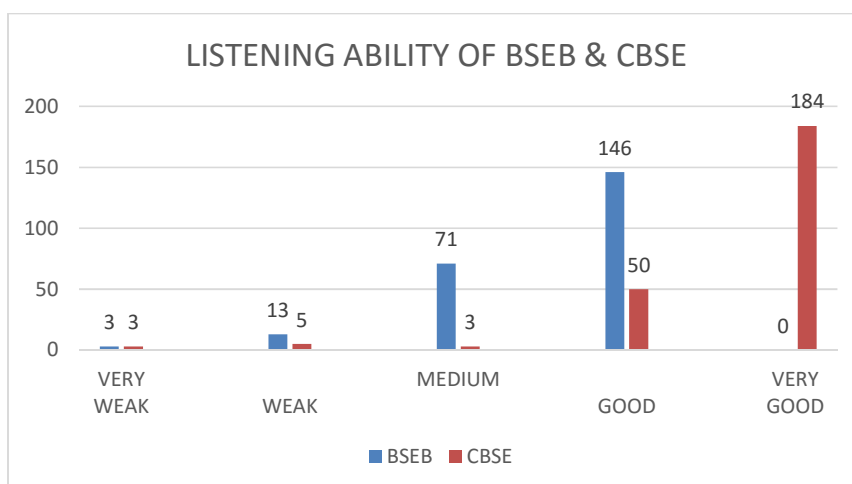
Graph 26: Comparative graph of the sub skills of the writing skill opted as least important

In the thirteenth question students were asked to comparatively grade (very good, good, medium, weak and very weak) their abilities in different language skills; listening comprehension, speaking, reading and writing, depending on their abilities. In response to this question ability of BSEB students is compared with the ability of the CBSE students. Each skill is compared in different tables below.

Table 112: Q 13a Listening Comprehension

Options	No. Of Responses	
	BSEB	CBSE
VERY WEAK	3	3
WEAK	13	5
MEDIUM	71	3
GOOD	146	50
VERY GOOD	0	184

The table 112 represents self-assessment by the students about their ability in listening comprehension. Out of 245 CBSE students, majority of 184 CBSE students considered themselves 'very good' in listening skill, 50 students believed to be 'good' in listening skill, 3 of them considered themselves 'medium', 3 of them think that they are 'weak' in listening skill and 3 believe that they are 'very weak'. While out of 233 BSEB students no one from BSEB board considered themselves very good in listening skill, 146 BSEB student believe themselves to be 'good' in listening skill, 71 students found themselves 'medium', 13 students believe that they are 'weak' and rest 3 of the students found themselves 'very weak' in listening skill. The findings suggest that majority of CBSE students believe that they are 'very good' in listening skill while majority of BSEB students felt they are only 'good' in listening skill, none was found to be very good in listening skill.

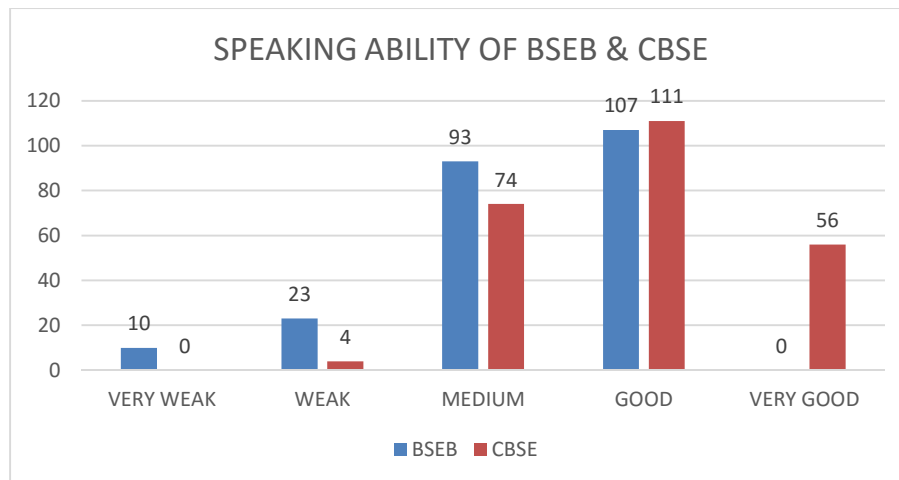


Graph 27: Comparison of ability in listening comprehension between BSEB and CBSE students

Table 113: Q 13b Speaking

Options	No. Of Responses	
	BSEB	CBSE
VERY WEAK	10	0
WEAK	23	4
MEDIUM	93	74
GOOD	107	111
VERY GOOD	0	56

Table 113 represents self-assessment by the students about their ability in speaking skill. Out of 245 CBSE students majority of 111 students considered themselves to be 'good' in speaking skill only 56 students believe that they are 'very good' in speaking skill, 74 students think that they are 'medium' in speaking skill, 4 of them considered themselves 'weak' and none from CBSE thinks that they are 'very weak'. While out of 233 students none from BSEB believes that they are very good in speaking, in fact 10 of them feel that they are 'very weak' and 23 think that they are 'weak', 93 of them considered themselves as 'medium' in speaking and majority of 107 students considered themselves 'good' in speaking skill. The findings show that CBSE students are better in speaking ability than the BSEB students and it suggests that BSEB students need to improve their speaking ability.



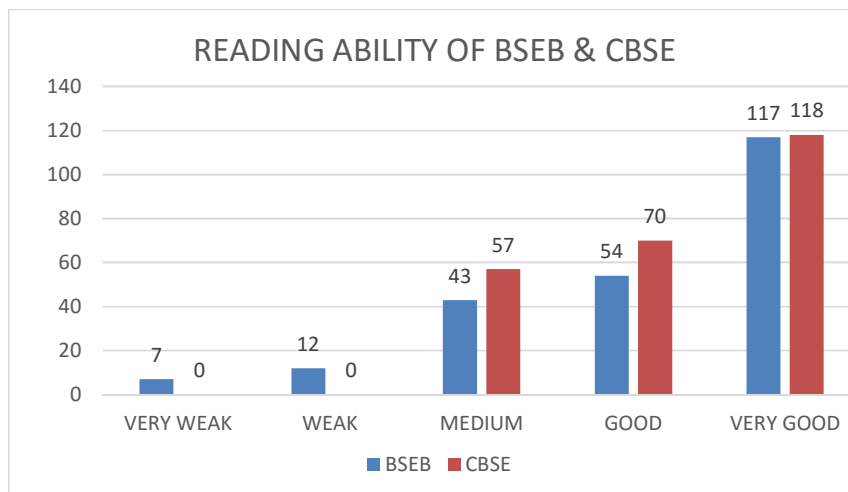
Graph 28: Comparison of ability in speaking skill between BSEB and CBSE students

Table 114: Q 13c Reading

Options	No. Of Responses	
	BSEB	CBSE
VERY WEAK	7	0
WEAK	12	0
MEDIUM	43	57
GOOD	54	70
VERY GOOD	117	118

Table 114 represents self-assessment by the students about their ability in reading skill. Out of 233 students from BSEB 117 students considered themselves to be 'very good' in reading skill, 54 considered to be 'good', 43 students think they are 'medium', 12 students think they are weak while 7 of them find themselves 'very

weak’ in reading skill. While students from CBSE do not think that they are ‘weak or very weak’ in reading skill, 57 students think they are ‘medium’. Majority of 118 students considered themselves to be ‘very good and rest 70 think they are ‘good’ in reading skill. The findings show that ratio of weak and very weak students in BSEB schools are higher than the CBSE schools. Hence it suggests that BSEB students need more practice to improve their reading ability.



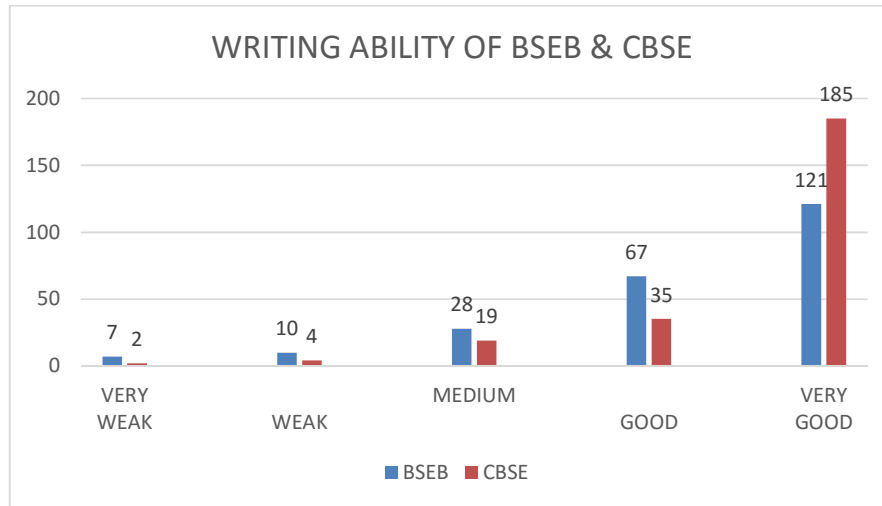
Graph 29: Comparison of ability in reading skill between BSEB and CBSE students

Table 115: Q 13d Writing

Options	No. Of Responses	
	BSEB	CBSE
VERY WEAK	7	2
WEAK	10	4
MEDIUM	28	19
GOOD	67	35
VERY GOOD	121	185

The table115 represents self-assessment by the students about their ability in writing skill. It was observed that only 2 students from CBSE and 7 students from BSEB considered themselves ‘very weak in writing skill and 4 students from CBSE and 10 students from BSEB considered themselves ‘weak’, 19 students from CBSE and 28 students from BSEB find themselves ‘medium’, 35 from CBSE and 67 from BSEB

think they are ‘good’ in writing skill while majority of 185 from CBSE and 121 from BSEB considered themselves as ‘very good’ in writing. The findings suggest that BSEB and CBSE students are quite good in writing skill as compared to the other skills discussed above. Some of the weak and very weak students from both the boards need to be guided properly.



Graph 30: Comparison of ability in writing skill between BSEB and CBSE students

Question fourteenth of the questionnaire is adopted from Nunan (1999), it deals with the learners’ classroom preferences. Preferences here means selection of one option over others. This section of the questionnaire is analyzed under five headings/ group: Group1 (a-f) analyzed the learners’ preference among 6 topics given in the options. Group 2(g-j) analyzed the learners’ preference for the study methods among the given options of study methods.

Group 3(k-p) analyzed the subjective needs of the learners in English skills.

Group 4(q-u) analyzed the preference of the learners for using English out of the class.

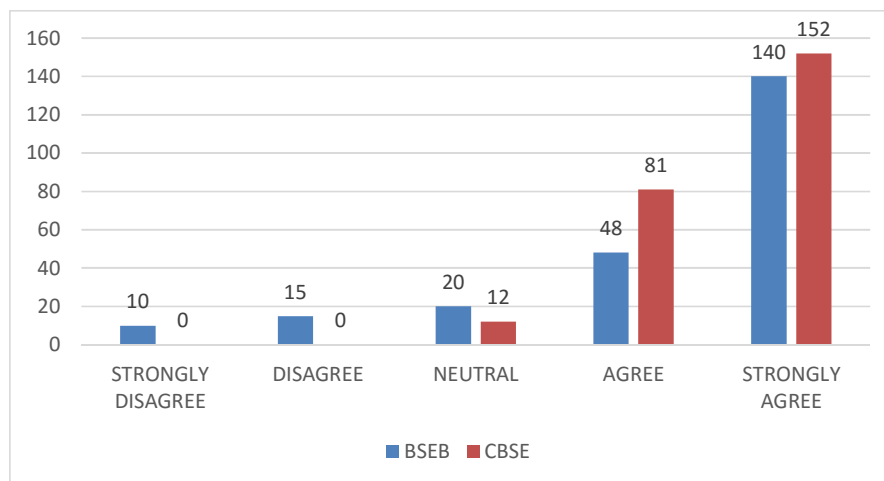
Group 5(v-y) analyzed the learners’ preference for checking their improvement in class.

Group1: Students were asked to mark their preference for the topics given in the questionnaire from 14a to 14f.

Table 116: Q14a- I like talking about my opinions, way of thinking, lifestyle, likes and dislikes.

Options	No. Of Responses	
	BSEB	CBSE
STRONGLY DISAGREE	10	0
DISAGREE	15	0
NEUTRAL	20	12
AGREE	48	81
STRONGLY AGREE	140	152

Table 116 shows that in response to the question 14a, among 245 CBSE students a majority of 152 students has opted ‘strongly agree’, 81 students have opted ‘agree’, 12 students have opted ‘neutral’ ; none has marked ‘disagree’ and ‘strongly disagree’. On the other hand among 233 BSEB students a majority of 140 students has opted ‘strongly agree’, 48 students have opted ‘agree’, 20 students were neutral, 15 students disagreed and 10 students were strongly disagree with the given option. The findings suggest that majority of students whether belong to any of the boards BSEB or CBSE were interested in talking about their opinion, way of thinking, lifestyle, likes and dislikes.

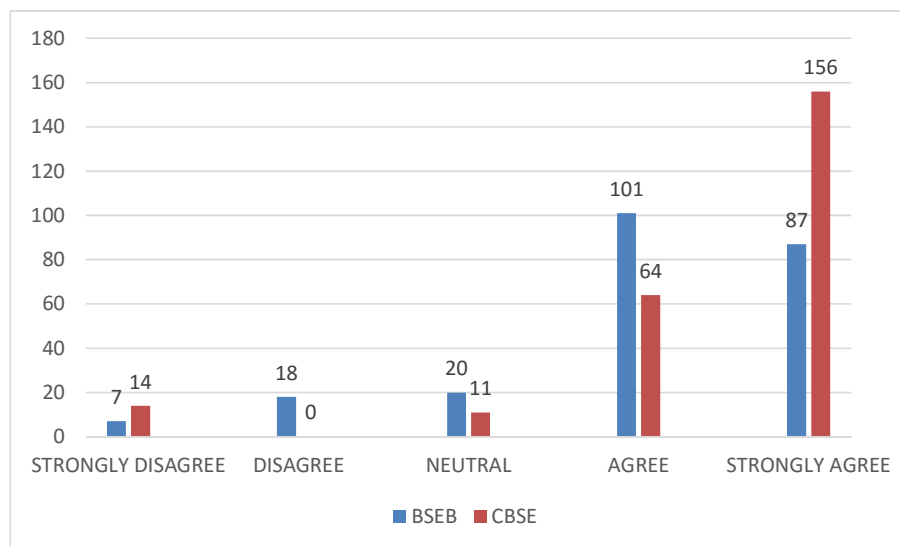


Graph 31: I like talking about my opinions, way of thinking, lifestyle, likes and dislikes.

Table 117: Q14b- I like studying content from other subjects (science, geography, history, etc.)

Options	No. Of Responses	
	BSEB	CBSE
STRONGLY DISAGREE	7	14
DISAGREE	18	0
NEUTRAL	20	11
AGREE	101	64
STRONGLY AGREE	87	156

Table 117 shows that in response to the question 14b, among 245 CBSE students a majority of 156 students has opted ‘strongly agree’, 64 students have opted ‘agree’, 11 students have opted ‘neutral’ none has marked ‘disagree’ and 14 students have opted ‘strongly disagree’ while among 233 BSEB students, a majority of 101 students has opted ‘agree’, 87 students have opted ‘strongly agree’, 20 students were neutral, 18 students disagree and 7 students were strongly disagree with the given option. The findings suggest that majority of CBSE students were more interested in studying content from other subjects (science, geography, history, etc.) than the students from BSEB.

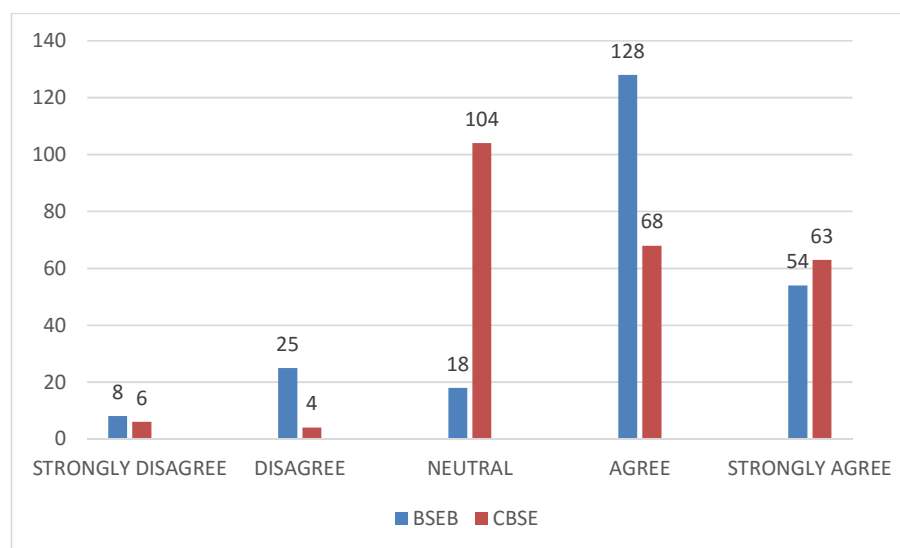


Graph 32: I like studying content from other subjects (science, geography, history, etc.)

Table 118: Q14c- I like talking about music, movies, television, comics, and popular culture.

Options	No. Of Responses	
	BSEB	CBSE
STRONGLY DISAGREE	8	6
DISAGREE	25	4
NEUTRAL	18	104
AGREE	128	68
STRONGLY AGREE	54	63

Table 118 represents the responses of the students for the question 14c. Majority of 128 BSEB students responded 'agree', 54 students responded 'strongly agree', 18 students were 'neutral', 25 students were 'disagree' and 8 students were 'strongly disagree' while out of 245 students from CBSE, majority of 104 students responded 'neutral', 6 students responded 'strongly disagree', 4 students opted 'disagree', 68 students responded 'agree' and rest 63 students opted 'strongly agree' in response to the question 14c. The findings suggest that students from BSEB schools were more interested to talk about music, movies, television, comics and popular culture as compared to the students from CBSE schools. Majority of CBSE students were found neutral.

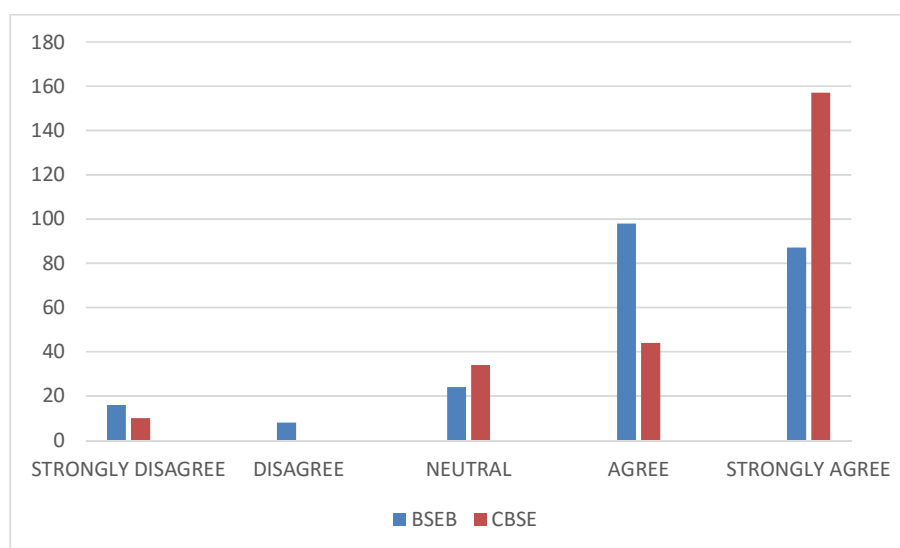


Graph 33: I like talking about music, movies, television, comics, and popular culture.

Table 119:Q14d- I like talking about recent news, current events, etc.

Options	No. Of Responses	
	BSEB	CBSE
STRONGLY DISAGREE	16	10
DISAGREE	8	0
NEUTRAL	24	34
AGREE	98	44
STRONGLY AGREE	87	157

In response to the option given in 14d, out of 233 students from BSEB 16 students were ‘strongly disagree’, 8 students were ‘disagree’, 24 students were ‘neutral’, majority of 98 students responded ‘agree’ and rest 87 students responded ‘strongly agree’ while out of 245 CBSE students responses were quite different as compared to BSEB students. Majority of 157 students from CBSE were clearly ‘strongly agree’ with this option, 44 students were ‘agree’, 34 students were ‘neutral’, none has opted ‘disagree’, rest 10 of them were ‘strongly disagree’ in their response. The findings suggest that CBSE students were more interested in talking about recent news, current events, etc. as compared to the BSEB students. But it was also observed that majority of 98 students out of 233 BSEB students responded ‘agree’, it shows that they were interested but not as much as CBSE students where 157 students out of 245 responded ‘strongly agree’.

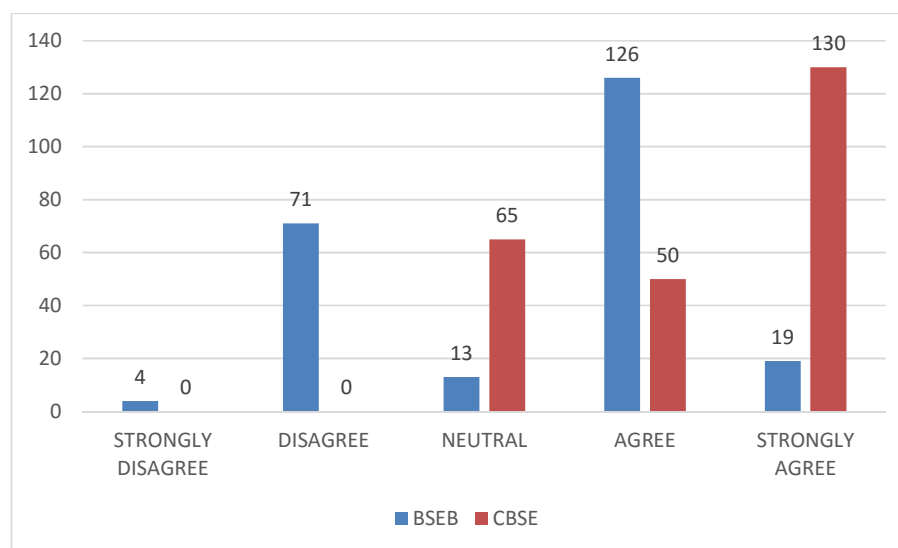


Graph 34: - I like talking about recent news, current events, etc.

Table 120: Q14e- I like controversial topics, such as euthanasia, international problems, etc.

Options	No. Of Responses	
	BSEB	CBSE
STRONGLY DISAGREE	4	0
DISAGREE	71	0
NEUTRAL	13	65
AGREE	126	50
STRONGLY AGREE	19	130

Table 120 compared the responses of the students from CBSE and BSEB for the topic given in the option 14e. Out of 233 BSEB students only 19 students opted ‘strongly agree’, majority of 126 students opted ‘agree’, 13 students were found ‘neutral’, 71 students clearly said ‘disagree’ and only 4 students responded ‘strongly disagree’ while out of 245 students from CBSE none has responded ‘strongly disagree’ and ‘disagree’, 65 students were found ‘neutral’, 50 students have responded ‘agree’ and rest 130 of them responded ‘strongly agree’. The findings show that CBSE students were found more interested in the controversial topics and international problems as compared to the BSEB students.

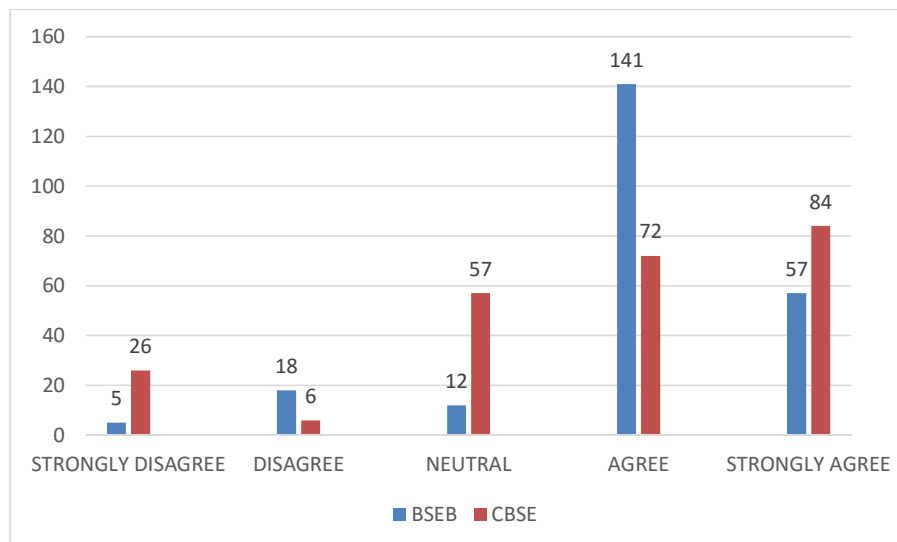


Graph 35: I like controversial topics, such as euthanasia, international problems, etc.

Table 121:Q14f- I like studying about other countries customs and cultures.

Options	No. Of Responses	
	BSEB	CBSE
STRONGLY DISAGREE	5	26
DISAGREE	18	6
NEUTRAL	12	57
AGREE	141	72
STRONGLY AGREE	57	84

Table 121 compared the responses of the students from CBSE and BSEB for the topic given in the option 14f. Out of 233 BSEB students only 5 students opted 'strongly disagree', 18 students opted 'disagree', 12 students were found 'neutral', majority of 141 responded 'agree' and rest 57 students opted 'strongly agree' while out of 245 students from CBSE 26 students have responded 'strongly disagree' 6 students opted 'disagree', 57 students were found 'neutral', 72 students have responded 'agree' and rest 84 of them responded 'strongly agree'. The findings suggest that BSEB students were more interested in studying about other countries customs and cultures as compared to CBSE students as the majority was not seen in any category.



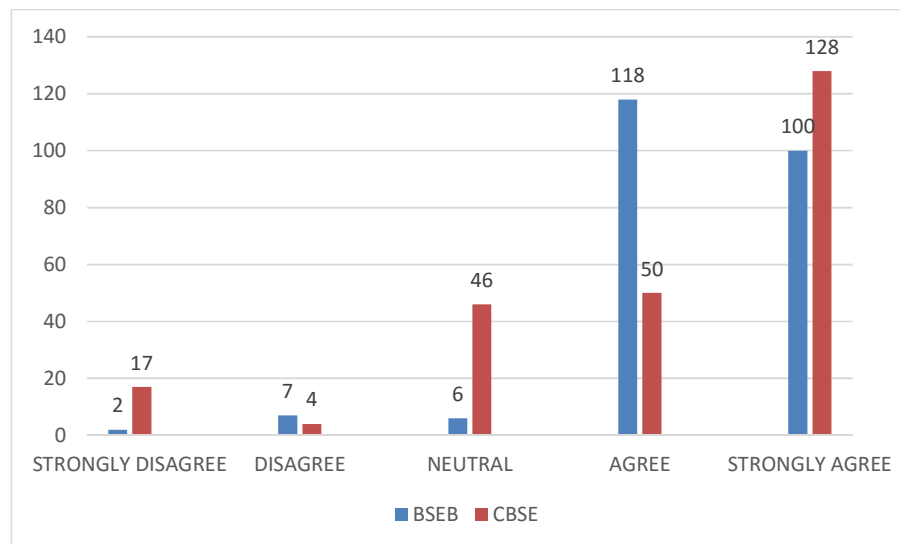
Graph 36: I like studying about other countries customs and cultures.

Group2: Students were asked to show their preference for the different study methods given in the questionnaire from 14g to 14j.

Table 122:Q14g- I like studying by myself.

Options	No. Of Responses	
	BSEB	CBSE
STRONGLY DISAGREE	2	17
DISAGREE	7	4
NEUTRAL	6	46
AGREE	118	50
STRONGLY AGREE	100	128

Table 122 compared the responses of the students from CBSE and BSEB for the study methods given in the option 14g. Out of 233 BSEB students only 2 students responded ‘strongly disagree’, 7 students opted ‘disagree’, 6 students were found ‘neutral’, 118 students opted ‘agree’ and 100 students were found ‘strongly agree’. In the same way among 245 CBSE students, 128 students were found in favor by responding ‘strongly agree’, 50 students have responded ‘agree’, 46 students were found ‘neutral’, only 4 students opted ‘disagree’ and 17 students has marked ‘strongly disagree’. The findings suggest that majority of students like to study by themselves whether they belong to any schools from CBSE or BSEB affiliated.

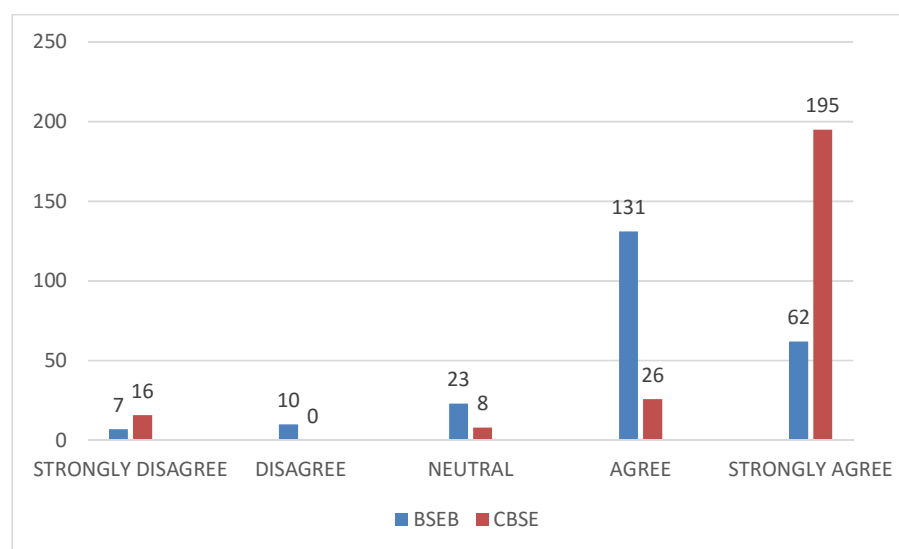


Graph 37: I like studying by myself.

Table 123:Q14h- I like studying from textbooks, vocabulary books, example problem books, etc.

Options	No. Of Responses	
	BSEB	CBSE
STRONGLY DISAGREE	7	16
DISAGREE	10	0
NEUTRAL	23	8
AGREE	131	26
STRONGLY AGREE	62	195

Table 123 compared the responses of the students from CBSE and BSEB for the study methods given in the option 14h. Out of 233 BSEB students, 7 students opted ‘strongly disagree’, 10 students opted ‘disagree’, 23 students were found ‘neutral’, a majority of 131 students responded ‘agree’ and rest 62 students were found ‘strongly agree’ while out of 245 CBSE students, a majority of 195 students responded ‘strongly agree’, 26 students opted ‘agree’, only 8 students were found ‘neutral’, none of them has responded ‘disagree’ and 16 students have opted ‘strongly disagree’. The findings show that majority of CBSE students were found more interested in studying from textbooks, vocabulary books, etc. as compared to BSEB students.

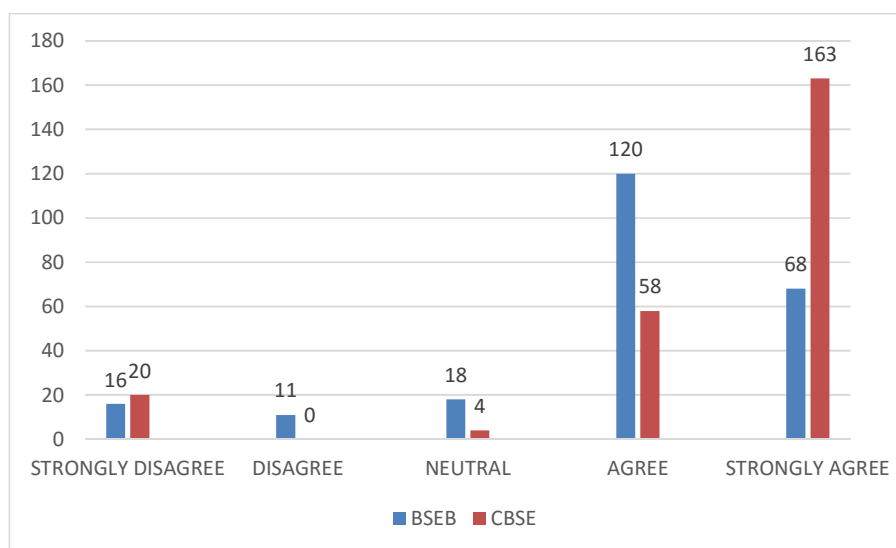


Graph 38: I like studying from textbooks, vocabulary books, example problem books, etc.

Table 124: Q14i- I like listening to teacher stories and explanations

Options	No. Of Responses	
	BSEB	CBSE
STRONGLY DISAGREE	16	20
DISAGREE	11	0
NEUTRAL	18	4
AGREE	120	58
STRONGLY AGREE	68	163

Table 124 compared the responses of the students from CBSE and BSEB for the study methods given in the option 14i. Out of 233 BSEB students 16 students responded ‘strongly disagree’, 11 students opted ‘disagree’, 18 students were found ‘neutral’, 120 students marked ‘agree’, 68 students responded ‘strongly agree’ while a majority of 163 students from CBSE has responded ‘strongly agree’, 58 have responded ‘agree’, only 4 students were found ‘neutral’, none has marked ‘disagree’ and only 20 of them opted ‘strongly disagree’. The findings suggest that majority of students like listening to teacher stories and explanations, so it should be kept in mind while writing instructions for teachers.

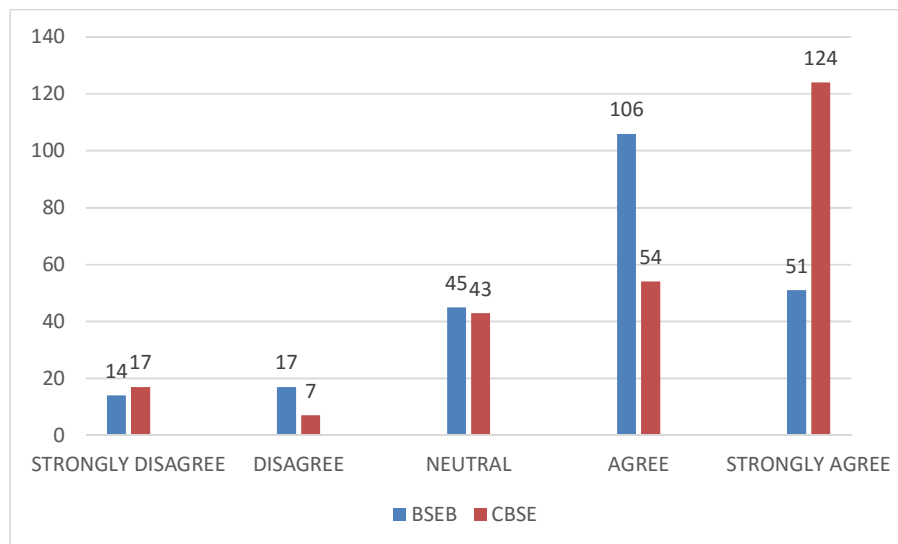


Graph 39: I like listening to teacher stories and explanations

Table 125: Q14j- I like watching DVDs and videos

Options	No. Of Responses	
	BSEB	CBSE
STRONGLY DISAGREE	14	17
DISAGREE	17	7
NEUTRAL	45	43
AGREE	106	54
STRONGLY AGREE	51	124

Table 125 compared the responses of the students from CBSE and BSEB for the study methods given in the option 14j. Out of 233 BSEB students 14 students have marked 'strongly disagree', 17 students have marked 'disagree', 45 students were found 'neutral', 106 students opted 'agree' and rest 51 students responded 'strongly agree' while among 245 CBSE students 124 students have opted 'strongly agree', 54 students responded 'agree', 43 students were found 'neutral', only 7 students has opted 'disagree' and 17 students have marked 'strongly disagree'. The findings suggest that this methodology should be followed in the classrooms as most of the students from BSEB and CBSE show their strong interest in watching videos in their classroom.

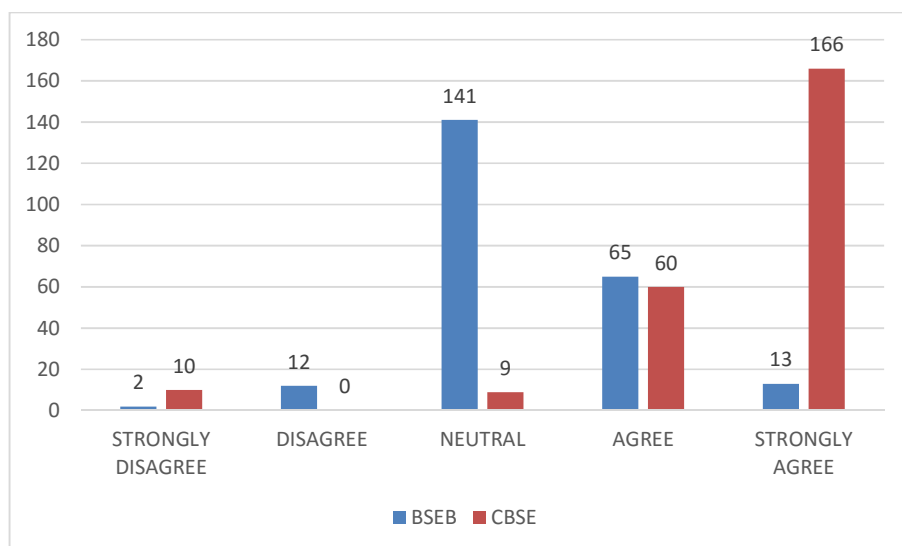
**Graph 40: I like watching DVDs and videos**

Group 3: Students were asked to show their priority in improving their language skills given in the questionnaire from 14k to 14p.

Table 126:Q14k- I want to improve my listening skills in particular

Options	No. Of Responses	
	BSEB	CBSE
STRONGLY DISAGREE	2	10
DISAGREE	12	0
NEUTRAL	141	9
AGREE	65	60
STRONGLY AGREE	13	166

Table 126 has represented and compared the responses of BSEB and CBSE students for the option given in the question 14k. Out of 233 BSEB students only 2 students opted 'strongly disagree', 12 students responded 'disagree', majority of 141 students were 'neutral', 65 students opted 'agree', only 13 students marked 'strongly agree' while out of 245 CBSE students, 166 students show their strong agreement to improve their listening skill in particular. 60 students opted 'agree', 9 students were found 'neutral', and none has responded 'disagree'. Rest 10 students opted 'strongly disagree'. The findings suggest that CBSE students realized that they lack in listening skills through assessment so they want to improve their listening skills while BSEB could not judge their ability may be because of that most of them were found neutral. Furthermore the findings also suggest that CBSE students need more classes or practice to improve their listening skills.

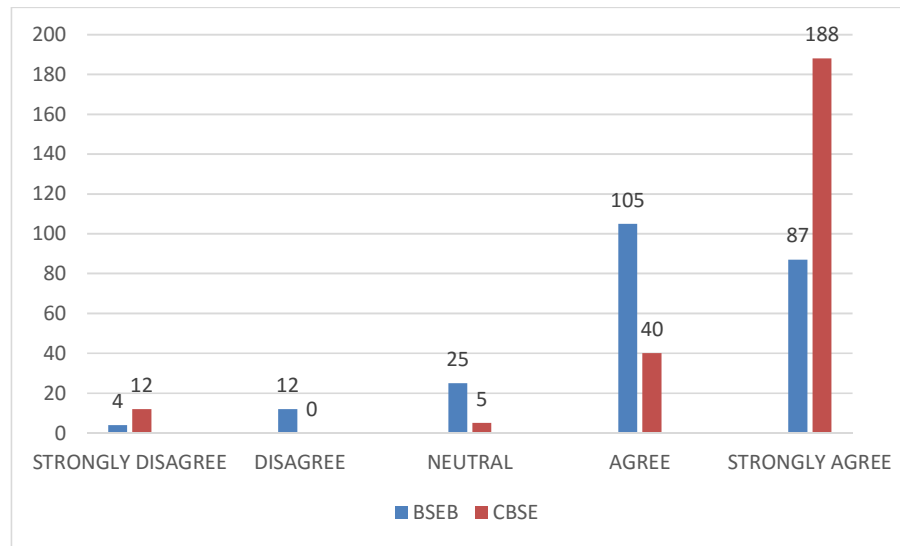


Graph 41: I want to improve my listening skills in particular

Table 127:Q14l- I want to improve my speaking skills in particular

Options	No. Of Responses	
	BSEB	CBSE
STRONGLY DISAGREE	4	12
DISAGREE	12	0
NEUTRAL	25	5
AGREE	105	40
STRONGLY AGREE	87	188

Table 127 has represented and compared the responses of BSEB and CBSE students for the option given in the question 14l. Out of 233 BSEB students only 4 students opted 'strongly disagree', 12 students responded 'disagree', 25 students were 'neutral', 105 students opted 'agree' and rest 87 students marked 'strongly agree' while out of 245 CBSE students, 188 students show their strong agreement to improve their speaking skills in particular. 40 students opted 'agree', 5 students were found 'neutral' and rest 12 students opted 'strongly disagree'. The findings suggest that majority of students want to improve their speaking skills. It is also observed that CBSE students were more interested than the BSEB students because they have to face the assessment test so they want to improve their speaking skills to get better marks.

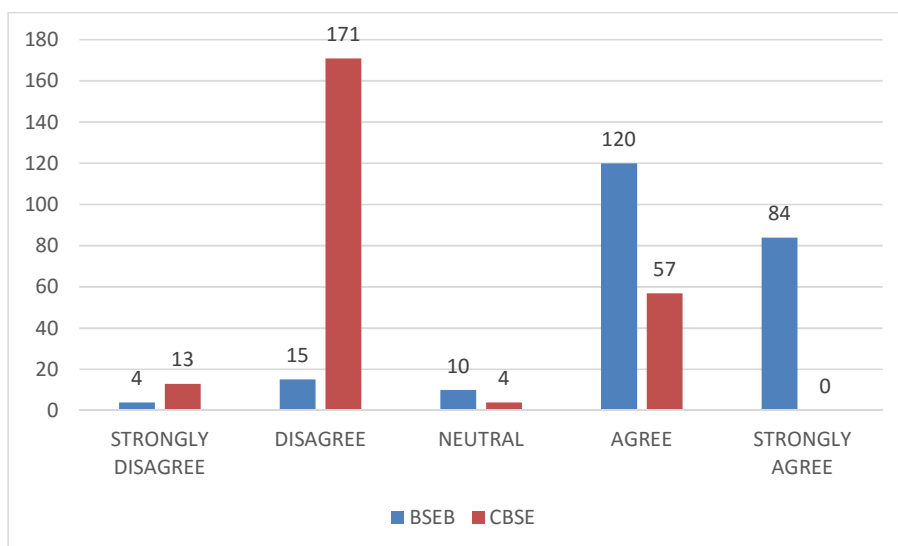


Graph 42: I want to improve my speaking skills in particular

Table 128:Q14m- I want to improve my reading skills in particular

Options	No. Of Responses	
	BSEB	CBSE
STRONGLY DISAGREE	4	13
DISAGREE	15	171
NEUTRAL	10	4
AGREE	120	57
STRONGLY AGREE	84	0

Table 128 has represented and compared the responses of BSEB and CBSE students for the option given in the question 14m. Out of 233 BSEB students only 4 students opted 'strongly disagree', 15 students responded 'disagree', 10 students were 'neutral', majority of 120 students opted 'agree', rest 84 students marked 'strongly agree' while out of 245 CBSE students only 13 students show their strong disagreement to improve their reading skill in particular, a majority of 171 students has opted 'disagree', 4 students were found 'neutral', 57 students have responded 'agree' and none has opted 'strongly agree'. The findings suggest that BSEB students feel that they need to improve their reading skills in particular while CBSE students do not feel so.

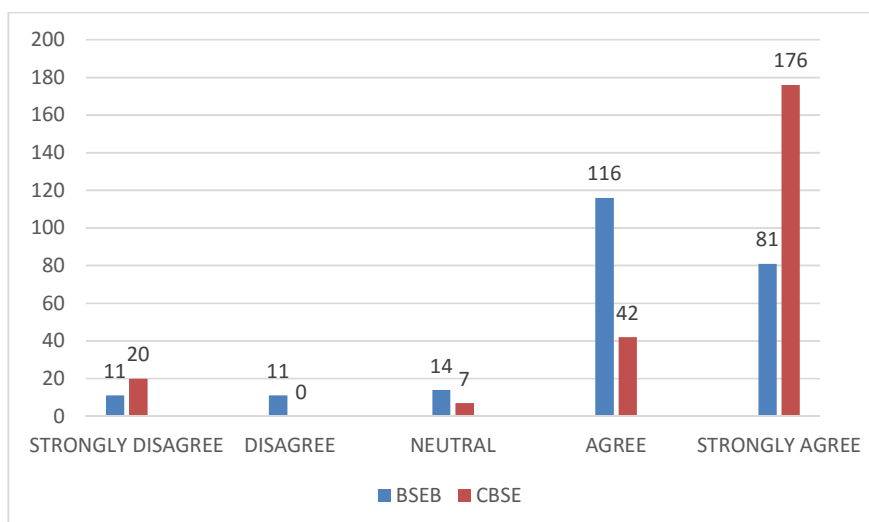


Graph 43: I want to improve my reading skills in particular

Table 129:Q14n- I want to improve my writing skills in particular

Options	No. Of Responses	
	BSEB	CBSE
STRONGLY DISAGREE	11	20
DISAGREE	11	0
NEUTRAL	14	7
AGREE	116	42
STRONGLY AGREE	81	176

Table 129 has represented and compared the responses of BSEB and CBSE students for the option given in the question 14n. Out of 233 BSEB students only 11 students opted 'strongly disagree', 11 students responded 'disagree', 14 students were 'neutral', a majority of 116 students opted 'agree', rest 81 students marked 'strongly agree' while out of 245 CBSE students, only 20 students show their strong disagreement to improve their writing skills in particular, none has opted 'disagree', 7 students were found 'neutral', 42 students have responded 'agree' and a majority of 176 students has opted 'strongly agree'. The findings show that majority of students from BSEB and CBSE want to improve their writing skills in particular so it suggests that students need to do more practice and teachers should also help them to improve their writing skills.

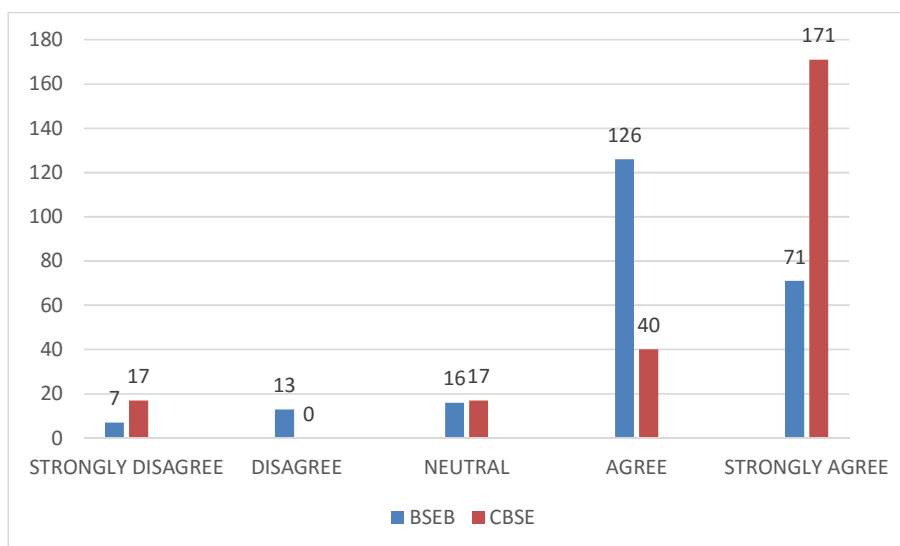


Graph 44: I want to improve my writing skills in particular

Table 130:Q14o- I want to improve my grammar in particular

Options	No. Of Responses	
	BSEB	CBSE
STRONGLY DISAGREE	7	17
DISAGREE	13	0
NEUTRAL	16	17
AGREE	126	40
STRONGLY AGREE	71	171

Table 130 has represented and compared the responses of BSEB and CBSE students for the option given in the question 14o. Out of 233 BSEB students only 7 students opted 'strongly disagree', 13 students responded 'disagree', 16 students were 'neutral', majority of 126 students opted 'agree', rest 71 students marked 'strongly agree' while out of 245 CBSE students only 17 students show their strong disagreement to improve their grammar in particular, none has opted 'disagree', 17 students were found 'neutral', 40 students have responded 'agree' and a majority of 171 students has opted 'strongly agree'. The findings reveal that CBSE students show their strong agreement to improve their grammar in particular on the other hand majority of BSEB students opted 'agree' not 'strongly agree' to improve their grammar in particular. Therefore it suggests that CBSE students need more practice in grammar.

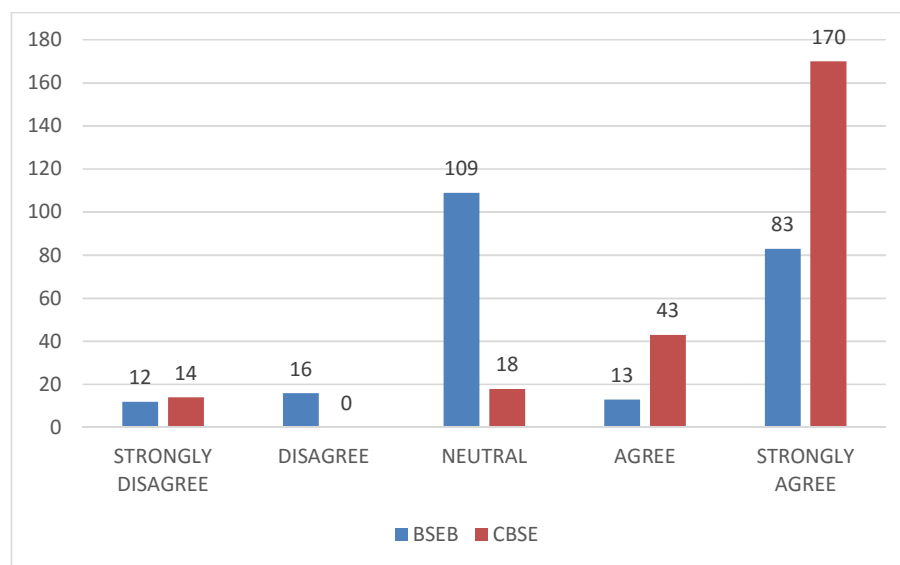


Graph 45: I want to improve my grammar in particular

Table 131:Q14p- I want to improve my pronunciation in particular

Options	No. Of Responses	
	BSEB	CBSE
STRONGLY DISAGREE	12	14
DISAGREE	16	0
NEUTRAL	109	18
AGREE	13	43
STRONGLY AGREE	83	170

Table 131 has represented and compared the responses of BSEB and CBSE students for the option given in the question 14p. Out of 233 BSEB students only 12 students opted 'strongly disagree', 16 students responded 'disagree', a majority of 109 students were 'neutral', only 13 students opted 'agree', rest 83 students marked 'strongly agree' while out of 245 CBSE students, only 14 students showed their strong disagreement to improve their pronunciation in particular, none has opted 'disagree', 18 students were found 'neutral', 43 students responded 'agree' and a majority of 170 students has opted 'strongly agree'. The findings suggest that CBSE students feel that they need better pronunciation while BSEB students could not judge themselves and majority of them were found neutral as they were not being assessed for speaking skills.



Graph 46: I want to improve my pronunciation in particular

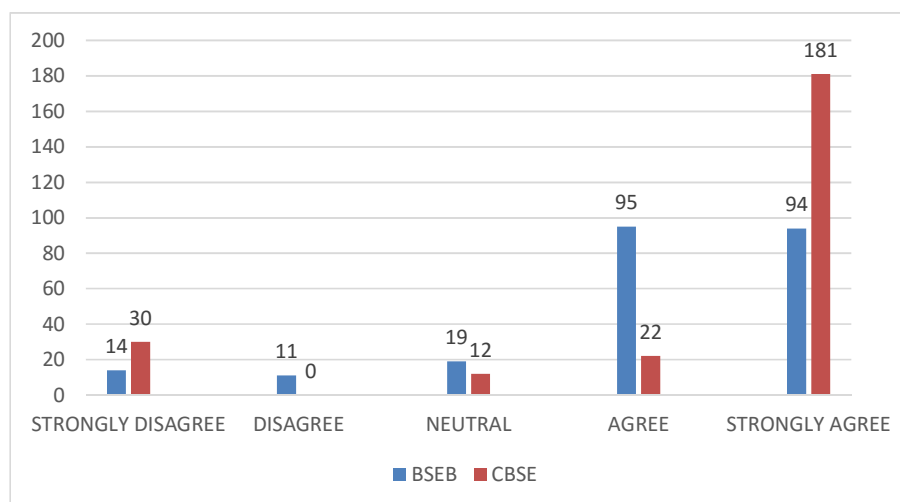
Group 4: Students were asked to show their preference for using the English language out of the classroom among the list of use given in the questionnaire from 14q to 14u.

Table 132:Q14q- I like using the internet in English

Options	No. Of Responses	
	BSEB	CBSE
STRONGLY DISAGREE	14	30
DISAGREE	11	0
NEUTRAL	19	12
AGREE	95	22
STRONGLY AGREE	94	181

Table 132 has represented and compared the responses of BSEB and CBSE students for the option given in the question 14q. Out of 233 BSEB students 14 students opted 'strongly disagree', 11 students responded 'disagree', 19 students were 'neutral', 95 students opted 'agree', 94 students marked 'strongly agree' while out of 245 CBSE students 181 students show their strong agreement that they like using internet in English. 22 students have opted 'agree', 12 students were found 'neutral', and none has responded 'disagree' and rest 30 students opted 'strongly disagree'. The findings

suggest that majority of students from CBSE as well as from BSEB need to know English language so that they may use internet in English out of the classroom.

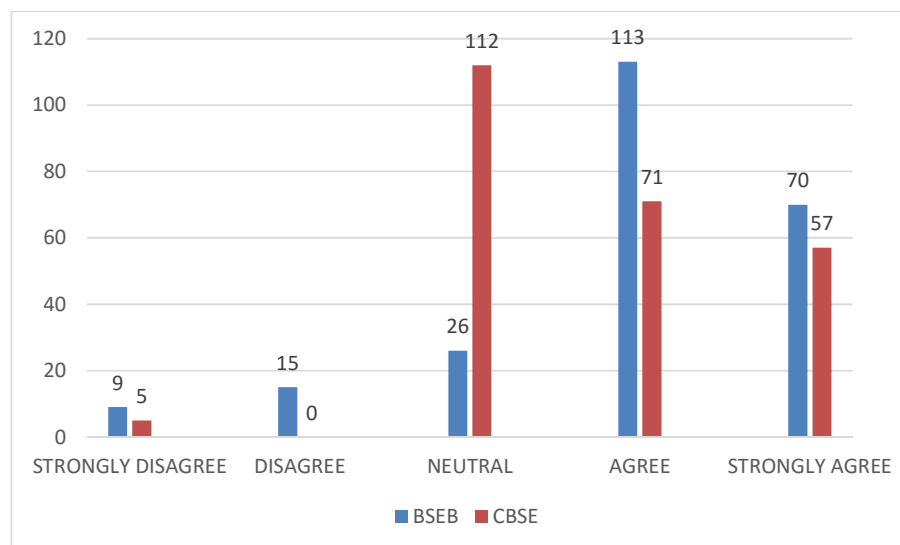


Graph 47: I like using the internet in English

Table 133:Q14r- I like speaking English with foreigners

Options	No. Of Responses	
	BSEB	CBSE
STRONGLY DISAGREE	9	5
DISAGREE	15	0
NEUTRAL	26	112
AGREE	113	71
STRONGLY AGREE	70	57

Table 133 has represented and compared the responses of BSEB and CBSE students for the option given in the question 14r. Out of 233 BSEB students 9 students opted 'strongly disagree', 15 students responded 'disagree', 26 students were 'neutral', a majority of 113 students opted 'agree', 70 students marked 'strongly agree' while out of 245 CBSE students, 5 students have opted 'strongly disagree', none has responded 'disagree', a majority of 112 students were found 'neutral', 71 students have opted 'agree' and rest 57 students have marked 'strongly agree'. The findings suggest that some of the students from CBSE and a majority of BSEB students want to know English so that they could speak in English with foreigners out of the classroom.

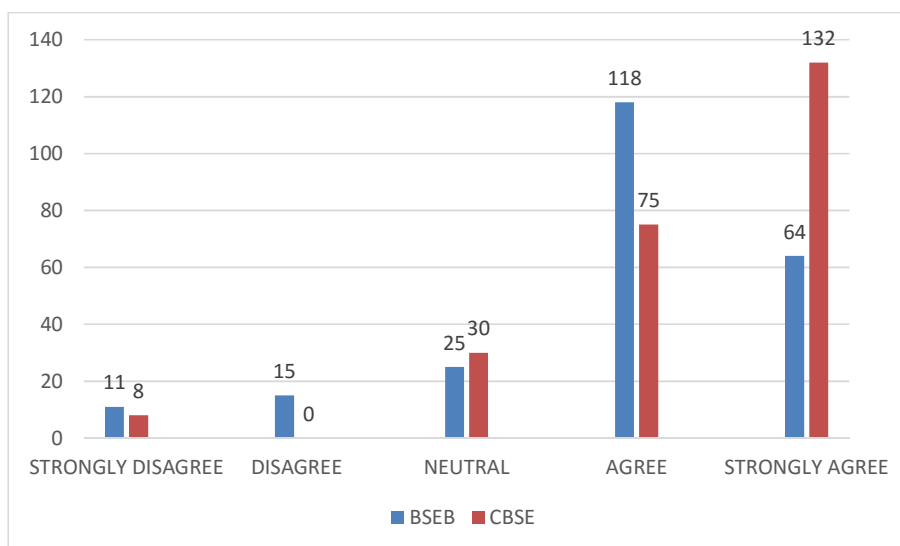


Graph 48: I like speaking English with foreigners

Table 134:Q14s- I like speaking English with classmates

Options	No. Of Responses	
	BSEB	CBSE
STRONGLY DISAGREE	11	8
DISAGREE	15	0
NEUTRAL	25	30
AGREE	118	75
STRONGLY AGREE	64	132

Table 134 has represented and compared the responses of BSEB and CBSE students for the option given in the question 14s. Out of 233 BSEB students, 11 students opted ‘strongly disagree’, 15 students responded ‘disagree’, 25 students were ‘neutral’, a majority of 118 students opted ‘agree’, 64 students marked ‘strongly agree’ while out of 245 CBSE students, 8 students have opted ‘strongly disagree’, none has responded ‘disagree’, 30 students were found ‘neutral’, 75 students have opted ‘agree’ and majority of 132 students has marked ‘strongly agree’. The findings reveal that majority of CBSE students as well as BSEB students need to know English language to talk with their classmates in English out of the classroom.

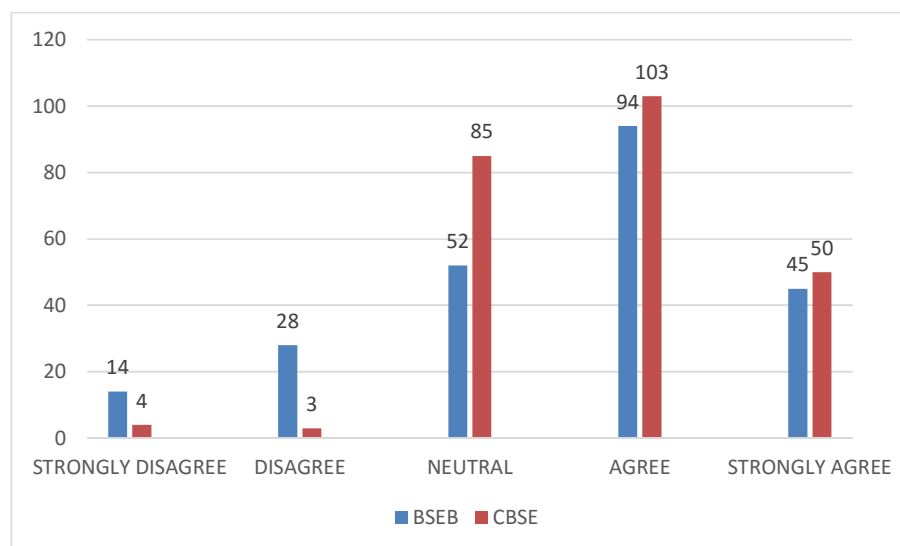


Graph 49: - I like speaking English with classmates

Table 135:Q14t- I like watching English movies and TV

Options	No. Of Responses	
	BSEB	CBSE
STRONGLY DISAGREE	14	4
DISAGREE	28	3
NEUTRAL	52	85
AGREE	94	103
STRONGLY AGREE	45	50

Table 135 has represented and compared the responses of BSEB and CBSE students for the option given in the question 14t. Out of 233 BSEB students, 14 students opted 'strongly disagree', 28 students responded 'disagree', 52 students were 'neutral', 94 students opted 'agree', 45 students marked 'strongly agree' while out of 245 CBSE students, 4 students has opted 'strongly disagree', 3 students have responded 'disagree', 85 students were found 'neutral', 105 students have opted 'agree' and 50 students have marked 'strongly agree'. The findings show that majority of students do not strongly agree but they agree that they like watching English movies and TV. Therefore it suggests that some of the students need English to watch English programs on TV.

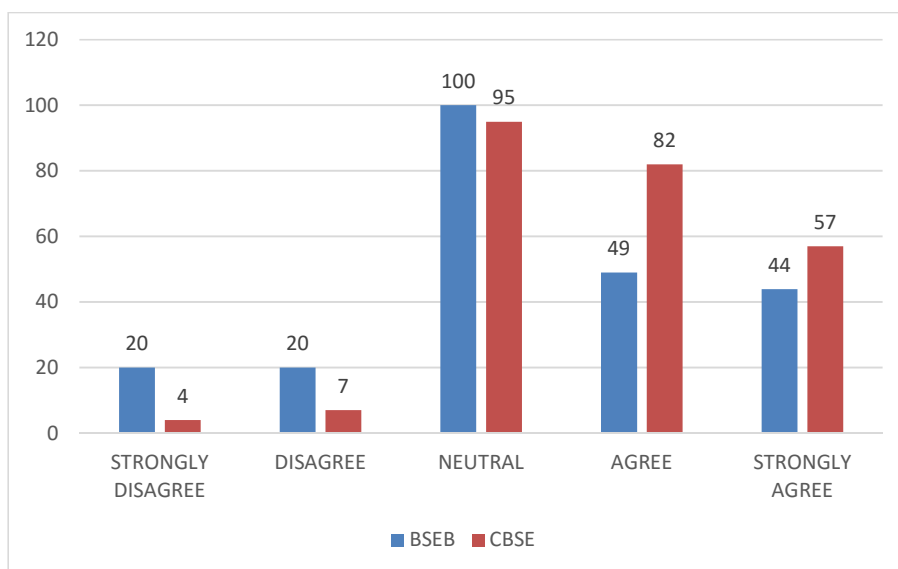


Graph 50: I like watching English movies and TV

Table 136:Q14u- I like listening to English music

Options	No. Of Responses	
	BSEB	CBSE
STRONGLY DISAGREE	20	4
DISAGREE	20	7
NEUTRAL	100	95
AGREE	49	82
STRONGLY AGREE	44	57

Table 136 has represented and compared the responses of BSEB and CBSE students for the option given in the question 14u. Out of 233 BSEB students, 20 students opted 'strongly disagree', 20 students responded 'disagree', 100 students were 'neutral', 49 students opted 'agree', 44 students marked 'strongly agree' while out of 245 CBSE students, 4 students have opted 'strongly disagree', 7 students have responded 'disagree', 95 students were found 'neutral', 82 students have opted 'agree' and 57 students have marked 'strongly agree'. The findings show that students were not in majority to show their interest in listening English music neither they were completely against it, so it suggests that listening to English music is not their choice.



Graph 51: I like listening to English music

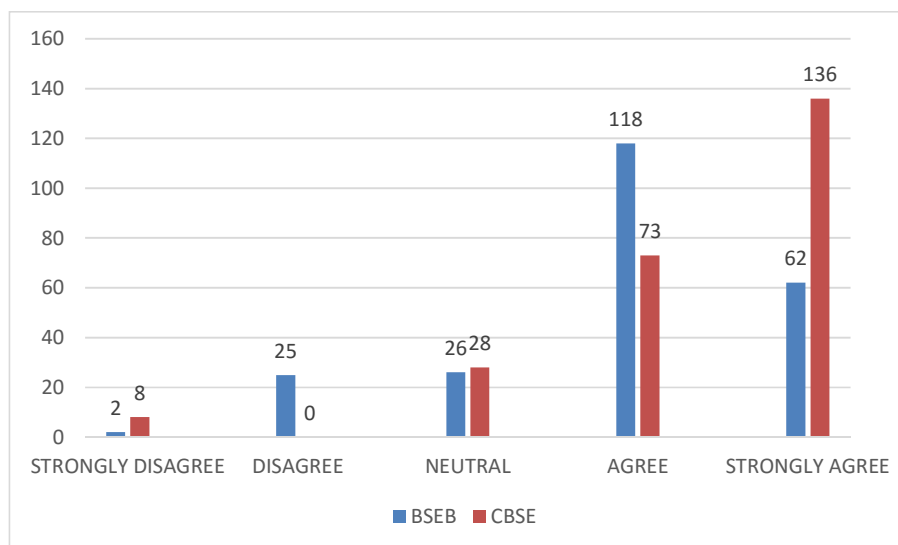
Group 5: Students were asked to show their choice for the ways of assessment or evaluation of their progress/ improvement among the choices given in the questionnaire from 14v to 14y.

Table 137:Q14v- I think I can check my progress by being graded or evaluated by a teacher

Options	No. Of Responses	
	BSEB	CBSE
STRONGLY DISAGREE	2	8
DISAGREE	25	0
NEUTRAL	26	28
AGREE	118	73
STRONGLY AGREE	62	136

Table 137 has represented and compared the responses of BSEB and CBSE students for the option given in the question 14v. Out of 233 BSEB students, 2 students opted 'strongly disagree', 25 students responded 'disagree', 26 students were 'neutral', 118 students opted 'agree', 62 students marked 'strongly agree' while out of 245 CBSE students, 136 students show their strong agreement that they can check their progress by being graded or evaluated by a teacher. 73 students have opted 'agree', 28 students

were found ‘neutral’, none responded ‘disagree’ and only 8 students marked ‘strongly disagree’. The findings suggest that majority of CBSE students wanted to be evaluated by their teacher even BSEB students agree to this but they did not show their strong agreement.



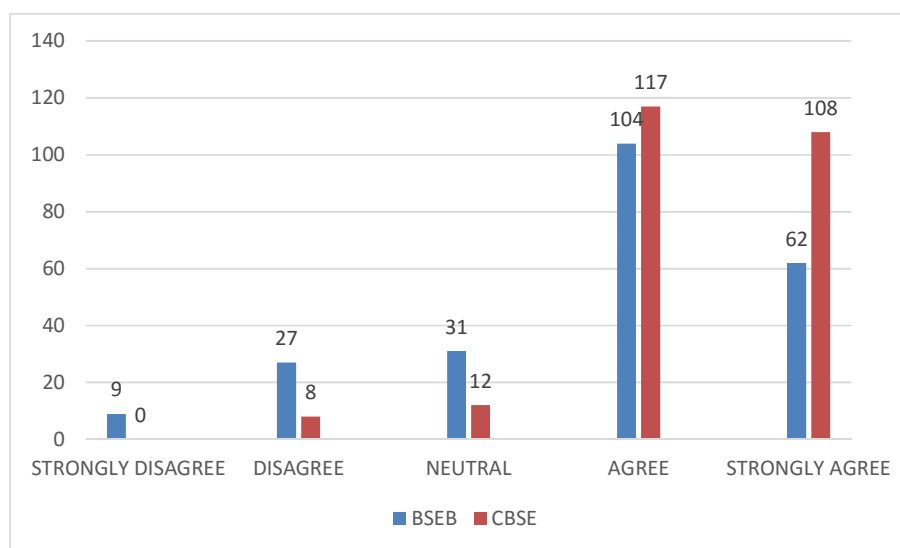
Graph 52: I think I can check my progress by being graded or evaluated by a teacher

Table 138:Q14w- I think I can check my progress by being corrected (or not) by teachers in class

Options	No. Of Responses	
	BSEB	CBSE
STRONGLY DISAGREE	9	0
DISAGREE	27	8
NEUTRAL	31	12
AGREE	104	117
STRONGLY AGREE	62	108

Table 138 has represented and compared the responses of BSEB and CBSE students for the option given in the question 14w. Out of 233 BSEB students, 9 students opted ‘strongly disagree’, 27 students responded ‘disagree’, 31 students were ‘neutral’, 104 students opted ‘agree’ , 62 students marked ‘strongly agree’ while out of 245 CBSE students, 108 students show their strong agreement that they can check their progress by being corrected (or not) by teachers in class, rest a majority of 117 students has

opted 'agree', only 12 students were found 'neutral' and 8 students have responded 'disagree', none has opted 'strongly disagree'. The findings suggest that teachers should correct students' mistakes and give suggestions in the classroom whenever required as majority of students believe they can check their progress by being corrected by their teachers in class.



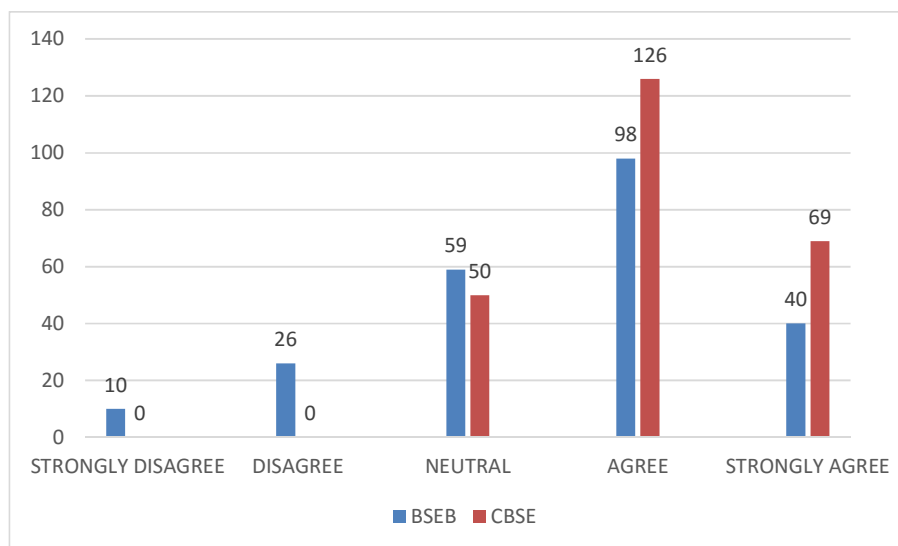
Graph 53: I think I can check my progress by being corrected (or not) by teachers in class

Table 139:Q14x- I think I can check my progress through self-evaluation

Options	No. Of Responses	
	BSEB	CBSE
STRONGLY DISAGREE	10	0
DISAGREE	26	0
NEUTRAL	59	50
AGREE	98	126
STRONGLY AGREE	40	69

Table 139 has represented and compared the responses of BSEB and CBSE students for the option given in the question 14x. Out of 233 BSEB students 10 students opted 'strongly disagree', 26 students responded 'disagree', 59 students were 'neutral', 98 students opted 'agree' and 40 students marked 'strongly agree' while out of 245

CBSE students, 69 students show their strong agreement that they can check their progress through self-evaluation, a majority of 126 students has opted 'agree', 50 students were found 'neutral' and none has opted 'disagree' and 'strongly disagree'. The findings suggest that majority of students supported the idea of self-evaluation to check their own progress.



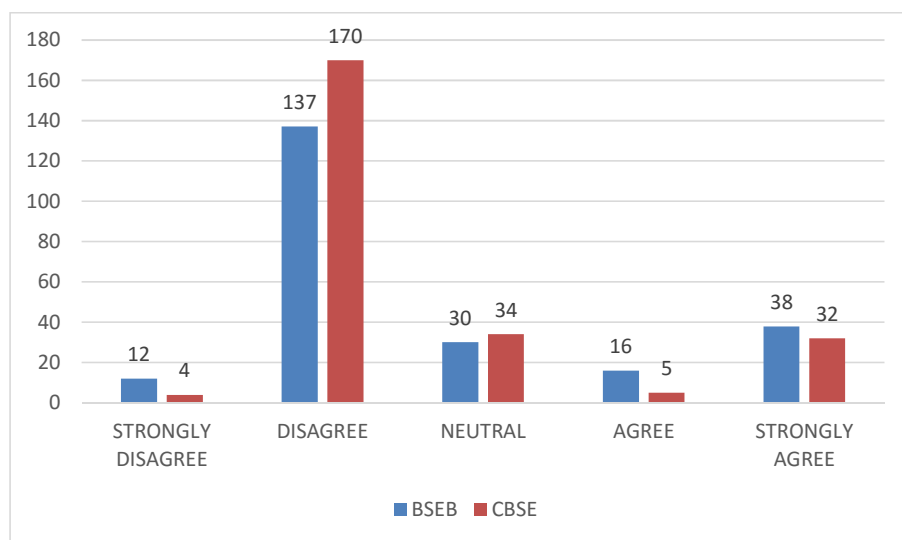
Graph 54: I think I can check my progress through self-evaluation

Table 140: Q14y- I think I can check my progress by through peer comments and evaluation

Options	No. Of Responses	
	BSEB	CBSE
STRONGLY DISAGREE	12	4
DISAGREE	137	170
NEUTRAL	30	34
AGREE	16	5
STRONGLY AGREE	38	32

Table 140 has represented and compared the responses of BSEB and CBSE students for the option given in the question 14y. Out of 233 BSEB students, 12 students opted 'strongly disagree', majority of 137 students responded 'disagree', 30 students were 'neutral', 16 students opted 'agree' and only 38 students marked 'strongly agree' in

the same way out of 245 CBSE students, only 32 students show their strong agreement that they can check their progress through peer comments and evaluation, a majority of 170 students has opted 'disagree', 34 students were found 'neutral', only 5 has opted 'agree' and 4 students have marked 'strongly disagree'. The findings suggest that majority of students either from CBSE or BSEB feel that they cannot check their progress by peer comments and evaluation.



Graph 55: I think I can check my progress by through peer comments and evaluation

4.5 Summing up of the results and findings of the data collected from CBSE students.

- CBSE schools in Bihar provides medium of instruction as English.
- 54% students in CBSE schools were proficient enough to understand the courses taught in English and 47% of the students feel that they are not proficient enough to understand courses taught in English.
- 94% of CBSE students feel they are slower in improving their speaking skill as compared to the other skills that are reading, writing and listening skills.
- 86% CBSE students found themselves most deficient in speaking skill.
- It was found that 85% CBSE students think that they have ability to listen and understand an English program.
- 94% CBSE students believe that they have the ability to listen and understand when their friends speak in English.

- 87% CBSE students believe that they can listen and understand their English teacher.
- 74% students believe that they can listen and understand TV news.
- Majority of CBSE students believe that sometime they are able to repeat English songs sometimes could not.
- 95% CBSE students admitted that they have problem in oral communication.
- 60% CBSE students believe that they do not have problem in using words. 40% CBSE students have problem in using words.
- Only 33% CBSE students were confident that they do not have problem in pronunciation rest of the students had problem or they were not confident.
- Majority of CBSE students were found that they were not confident in sentence formation.
- It was found that CBSE students were conscious about grammar but they were not hesitant due to grammar.
- It was found that only 52% CBSE students were confident that they do not have problem in tense. Rest of the students either had problem or they were not confident in tense.
- 72.7% CBSE students believe that they can pronounce sounds correctly.
- It was found that majority of CBSE students feel shy when they speak in English with their teacher.
- It was also observed that CBSE students get nervous when they speak in English with their teachers.
- Only 68.2% CBSE students admitted that they speak in English.
- Majority of CBSE students have problem in presentation, viva-voce.
- Majority of CBSE students believe that grammar is useful to improve their English speaking proficiency.
- Majority of CBSE students want to have grammar in their English course.
- Majority of CBSE students want to have conversation practice in their classroom.
- It was noticed that majority of CBSE students want to have video classes.
- Majority of CBSE students want to learn by computer.
- 62% CBSE students like to learn by listening to cassettes. Rest were against this strategy of learning.

- Majority of CBSE students like to learn by writing.
- Majority of CBSE students also show their like for learning by reading.
- Majority of CBSE students like learning vocabulary.
- Majority of CBSE students believe that getting home work will help in their learning.
- It was found that majority of CBSE students like to do group work.
- It was found that most of the teachers do not speak in English in CBSE schools.
- Majority of students confessed that sometime their teachers help in translation while sometime they do not.
- It was found that group study is not practiced in CBSE schools.
- It was found that group discussion is not regularly done in the CBSE schools.
- It was found that teachers do not focus on building vocabulary of the learners. Although teachers help in reading/writing and speaking.
- It was revealed that 85% CBSE students were satisfied with their syllabus only 15% students were found unhappy.
- It was also calculated that majority of CBSE students believe that their syllabus is helpful in improving their communicative skills.
- It was confirmed that there is grammar in CBSE syllabus and they do not have translation exercises in their syllabus.
- The findings declare that the school syllabus gets completed during their course period.

4.6 Summing up of the results and findings of the data collected from BSEB students.

- BSEB affiliated schools in Bihar provide only Hindi as the medium of instruction.
- 54.1% BSEB believe they are not proficient enough to understand the courses taught in English.
- Majority of BSEB students found their improvement slower in reading and speaking skills.
- Majority of the BSEB students were found most deficient in speaking skill.
- Only 30% BSEB students believe that they have an ability to listen and understand an English programs.

- Only 48% BSEB students were found that they have an ability to talk in English with their friends.
- Only 54% BSEB students believe that they can listen and understand their English teacher.
- Only 42.1% BSEB students were confident that they can listen and understand TV news.
- 42.5% BSEB students believe that they can repeat English songs.
- Only 19.3% BSEB students admitted that they do not have problem in oral communication. Rest of the students need to improve their oral communication.
- Only 32.2% BSEB students were confident that they can use words properly rest of the students need to improve their ability of using words properly.
- Majority of BSEB students confessed that they have problem in pronunciation/accent.
- Majority of BSEB students admitted that they have problem in sentence formation.
- Majority of BSEB students were found conscious and hesitant due to grammar.
- 42.1% BSEB students admitted that they have problem in tense.
- Only 42.2% BSEB students responded that they can pronounce sounds correctly.
- Majority of BSEB students confessed that they feel shy when they talk in English with their teacher.
- Majority of BSEB students confessed that they get nervous when they talk in English with their teachers.
- It was found that only 30% BSEB students speak in English.
- Majority of BSEB students have been found with problem in presentation, viva-voce.
- Majority of BSEB students believe that grammar is useful in improving their English speaking proficiency.
- Majority of BSEB students like to have grammar in their English course.
- Majority of BSEB students like to have conversation practice in their classroom.

- Majority of BSEB students like to have video classes.
- Majority of BSEB students want to learn on computer.
- Majority of BSEB students believe that listening to cassettes will help them in learning.
- It was found that BSEB students like to learn by writing and reading.
- It was found that majority of BSEB students were in favor of learning vocabulary.
- It was calculated that BSEB students were in favor to get home work.
- It was calculated that majority of BSEB students like to do whole class work.
- It was found that teachers in BSEB affiliated schools do not speak in English.
- 67% BSEB students found that their teachers help them in translation. Rest of the students need more attention.
- Only 58.8% BSEB students responded that they study in group.
- Majority of BSEB students responded that they have group discussion in their classroom.
- It was found that teachers in BSEB schools do not help in building vocabulary of the students.
- It was calculated that 85.5% BSEB students are satisfied with their syllabus.
- It was confessed by the students of BSEB schools that their syllabus do not help them in improving their communicative skill.
- It was found that there is grammar and translation in the BSEB syllabus.
- Around 37% students of BSEB confessed that in their schools, syllabus do not get completed during the course period.

4.7 Summing up of the comparative analysis of the data collected from BSEB and CBSE students.

- It was calculated from the comparative graph that the ability to understand questions raised by other students and to follow class discussions was opted as the most important sub-skills of the listening comprehension by CBSE and BSEB students.
- It was observed that BSEB students found that an ability to raise questions in the class is most important sub-skill for them while CBSE students believe that an ability to present oral-reports in classroom is the most important sub-

skill of the speaking skill for them.

- It was calculated that BSEB students found reading newspaper as the most important reading sub-skill for them while CBSE students has opted reading story books/novels as the most important sub-skill of reading.
- Writing class notes was found most important sub-skill of writing by the students of CBSE and BSEB. Although CBSE students found other two skills equally important for them; writing personal letters and writing test answers.
- The findings suggest that majority of CBSE students believe that they are 'very good' in listening skill while majority of the BSEB students feel they are only 'good' in listening skill, none was found very good in listening skill.
- The findings show that CBSE students are better in speaking ability than the BSEB students and it suggests that BSEB students need to improve their speaking ability.
- The findings show that ratio of weak and very weak students in BSEB schools are higher than the CBSE schools. Hence it suggests that BSEB students need more practice to improve their reading ability.
- The findings suggest that BSEB and CBSE students are quite good in writing skill as compared to the other skills. Some of the students were found weak and very weak from both the boards, they need to be guided properly.
- Majority of students whether belong to any of the boards BSEB or CBSE were interested in talking about their opinion, way of thinking, lifestyle, likes and dislikes.
- Majority of CBSE students were found more interested in studying content from other subjects (science, geography, history, etc.) than the students from BSEB.
- It was found that students from BSEB schools were more interested to talk about music, movies, television, comics and popular culture as compared to the students from CBSE schools. Majority of CBSE students were found neutral.
- The findings suggest that CBSE students were more interested in talking about recent news, current events, etc. as compared to the BSEB students. But it was also observed that majority of 98 students out of 233 BSEB students responded 'agree', it shows that they were interested but not as much as CBSE

students where 157 students out of 245 responded 'strongly agree'.

- It was found that CBSE students were found more interested in the controversial topics and international problems as compared to the BSEB students.
- It was found that BSEB students were more interested in studying about other countries customs and cultures as compared to CBSE students as the majority was not seen in any category.
- It was found that majority of students like to study themselves whether they belong to any schools from CBSE or BSEB affiliated.
- Majority of CBSE students were found more interested in studying from textbooks, vocabulary books, etc. as compared to BSEB students.
- Majority of students like listening to teacher stories and explanation, so I believe it should be kept in mind while writing instructions for teachers to make classes more interesting.
- It was found that most of the students from BSEB and CBSE show their strong interest in watching videos in their classroom.
- It was found that CBSE students show their strong agreement to improve their listening skill but BSEB students were found neutral. It was observed that CBSE students realize that they lack in listening skills through assessment so they want to improve their listening skill but BSEB students could not judge their ability because they were not assessed for listening ability so were found neutral.
- Furthermore the findings also suggest that CBSE students need more classes or practice to improve their listening skills.
- Majority of students from CBSE and BSEB want to improve their speaking skills. It is also observed that CBSE students were more interested than the BSEB students because they have to face the assessment test so they need to improve their speaking skills to get better marks.
- The findings reveal that BSEB students feel that they need to improve their reading skills in particular while CBSE students do not feel so.
- It was observed that CBSE students show their strong agreement to improve their grammar in particular on the other hand majority of BSEB students opted agree not strongly agree to improve their grammar in particular. Therefore it

suggested that CBSE students need more practice in grammar.

- The findings suggest that CBSE students feel that they need better pronunciation while BSEB students could not judge themselves and majority of them were found neutral as they were not being assessed for speaking skills also.
- It was found that majority of students from CBSE as well as from BSEB need to know English language so that they may use internet in English out of the classroom.
- It was found that some of the students from CBSE and majority of BSEB students want to know English so that they could speak in English with foreigners out of the classroom.
- The findings reveal that majority of CBSE students as well as BSEB students need English language to talk with their classmates in English out of the classroom
- The findings show that majority of students did not strongly agree but they agree that they like watching English movies and TV. Therefore it suggested that some of the students want to know English so that they may watch English programs on TV.
- The findings show that students were not in majority to show their interest in listening English music neither they were completely against it, so it suggests that listening to English music is not their choice.
- The findings suggest that majority of CBSE students want to be evaluated by their teacher even BSEB students agree to this but they did not express their strong agreement.
- The findings suggest that teachers should correct students' mistakes and give suggestions in the classroom whenever required as majority of students believe they can check their progress by being corrected by their teachers in class.
- The findings suggest that majority of the students support the idea of self-evaluation to check their own progress.
- The findings suggest that majority of students either from CBSE or BSEB feel that they cannot check their progress by peer comments and evaluation.

CHAPTER 5
SUMMARY, CONCLUSION AND
SUGGESTIONS

CHAPTER 5

SUMMARY, CONCLUSION AND SUGGESTIONS

5.1 Summary

The present study is an attempt to analyze the needs of the school learners and to analyze the prescribed English syllabi of Central Board of Secondary Education (CBSE) and Bihar School Examination Board (BSEB) for class IX and X in Bihar. Keeping in view the significance of need analysis in the process of learning a second/foreign language this research survey was conducted with the aims of the analysis of students' needs for learning English in India. As discussed earlier in the chapters of the present research; Needs Analysis is a process for identification, and defining valid curriculum and instructional and management objectives in order to facilitate learning in an environment that is closely related to the real life situations of the student. The notion of "target needs" became paramount in language teaching research and proved that need based research is fundamental in the research related to language teaching. Needs analysis plays an important role in second language or foreign language learning classes. Different approaches to needs analysis attempt to meet the needs of the learners in the process of learning a second language. Today, there is an awareness of the fact that different types of needs analyses are not exclusive but complementary and that each of them provides a piece to complete the jigsaw of needs analysis. Other approaches to needs analysis have been proposed by linguists. They are further classified as Pedagogic Needs Analysis, Register Analysis, Discourse Analysis, and Genre analysis.

In the first chapter of this thesis the statement of the problem, Rationale of the study, and some of the Research Questions, Hypothesis of the study and the review of literature have been presented.

The second chapter presents the historical background of Needs Analysis. The definition of Needs analysis, types of needs analysis, importance of Needs Analysis, frameworks for Needs Analysis and theories of syllabus design, distinction between curriculum and syllabus and types of syllabi have been presented in this chapter.

The Third chapter of the thesis has dealt with the close observation and analysis of the syllabi of English followed in CBSE and BSEB affiliated schools. The present research has analyzed the English syllabus for class IX and X followed in CBSE and BSEB both. The analyses and findings of the present research make it clear that CBSE syllabus is more effective as it provides enough time for the improvement of the English language. Though the syllabus does not treat all the four skills equally still it was observed that CBSE syllabus is better than BSEB syllabus because CBSE focus on all the four skills and teach English as a language not only as a subject while BSEB syllabus has completely ignored the speaking and listening skills and taught English only as a subject not as a language. Syllabus of BSEB could not make the students competent enough to become a proficient English speaker. In CBSE affiliated schools, students are being assessed for their speaking and listening skills while there is no such kind of assessment in the BSEB schools. It further suggests there is a need to teach communicative skills to school students as they are required to communicate effectively in different communicative situations. The students are required to think creatively and critically to demonstrate good interpersonal and team skills. Therefore, the English courses in CBSE and BSEB schools should be modified based on the needs of the students and expectations of the university administration.

The Fourth chapter is the core research. This comprises a survey conducted through an elaborate questionnaire. The chapter is statistical analysis of the data elicited. The analysis of the data and the findings are presented in the chapter. As mentioned earlier, the needs analysis of the school learners from CBSE and BSEB schools were analyzed and presented in the chapter.

5.2 Research Instrument

A set of questionnaire for the students of class IX and X was designed and developed. The questions were chosen so as to entice the responses of students regarding the curriculum of BSEB and CBSE and also to find their needs of English language and methodologies and instructions they wanted to have in their curriculum. A set of questions was also adapted from Nunan 1999 for the comparative analysis of BSEB and CBSE students.

The questionnaire consisted of seven sections.

- 1) **Student Profile:** The first section of the questionnaire was based on students' profile it consisted of six biographical questions like name, age, gender, class, regional and educational background.
- 2) **Objective Needs:** The second section of the questionnaire consisted four questions. The purpose of these questions was to get information about students' background and his level of language proficiency.
- 3) **Self-Assessment/ Language Ability:** The third section deals with respondents' self-assessment of their language ability and their self-esteem. This section consisted 19 questions with three options; Yes, Sometime and No.
- 4) **Learning Strategies/ Ways of Learning:** The fourth section was designed to gather information about the likes of the respondents regarding various learning strategies and ways of learning.
- 5) **Instruction/Method of Teaching:** The purpose of this fifth section was to know about the existing teaching methodology and the pattern of teaching in their classroom.
- 6) **Questions on Syllabus:** This section consisted of five questions regarding the curriculum of the English course taught in their classroom. The purpose was to get information about the syllabus pattern and to analyze whether the learners are satisfied with the existing syllabus or not.
- 7) **Comparative Need Analysis Of BSSE And CBSE Students:** This section has five questions and also a set of questionnaire adopted from Nunan (1999) which has 25 questions individually. These questions were selected in order to analyze the subjective as well objective needs of the students and to compare the needs and ability of BSEB and CBSE students.

5.3 Conclusion of the study

This research comes to the conclusion that school students lack in the necessary communicative skills in English. The reason behind their inefficiency to speak fluently in English are discussed in chapter 3 and 4. The syllabi were analyzed in

chapter 3 and it was found that syllabus does not match with the wants, necessities and lacks of the learners as it was revealed by the results and findings discussed in chapter 4. The study also found that only some of the CBSE students were able to deliver the skills in the higher studies providers want but none from BSEB schools were up to the expectations. The limitations of the school English courses were also discussed in chapter 3. The study reveals that majority of CBSE students confessed that they are conscious about grammar. They are proficient enough to listen and understand what is taught in English by their English teacher. The findings presented in the table 90 (Page 145) in chapter four declared that although BSEB syllabus was not perfect as the shortcomings of the syllabus were discussed in the chapter three still majority of BSEB students were satisfied with their syllabus.

The findings discussed in chapter four suggested that CBSE students felt that they need better pronunciation while BSEB students could not judge themselves and majority of them were found neutral may be because they were not being assessed for speaking skills. Majority of CBSE students felt shy when they speak in English with their teacher. Majority of CBSE students as well as BSEB students need English language to talk with their classmates in English out of the classroom. Majority of CBSE students wanted to be evaluated by their teacher and BSEB students also displayed inclination for similar sought of evaluation but they did not show their strong agreement. The findings suggested that some of the students from CBSE and majority of BSEB students wanted to know English so that they could speak in English with foreigners out of the classroom. It was also revealed that CBSE students were more interested in studying from textbooks, vocabulary books, etc. as compared to BSEB students. BSEB students were more interested in studying about other countries customs and cultures as compared to CBSE students. It was found that BSEB and CBSE students are quite good in writing skill as compared to the other skills. The findings in table 17 (Page 83) in chapter four suggested that majority of CBSE students believe that they can pronounce sounds correctly. The findings reveal that CBSE students strongly agreed to improve their grammar in particular. The majority of CBSE students found their syllabus helpful to improve their communicative skills. It was observed that majority of students like listening to teacher's stories and explanations, so researcher considers that it should be kept in mind while writing instructions for teachers to make classes more interesting.

5.4 Limitations of the study

The present research took place at the secondary school level. In few cases certain shortcomings were observed regarding responses of the young learners. Some of the problems can be listed as follows:

- ❖ The learners have limited awareness of the possible activities.
- ❖ The learners are perfectly happy to let the teacher teach.
- ❖ Learners' wants are only a small part of learners' needs.
- ❖ The needs of the learners are too diverse to reach agreement.
- ❖ Cultural expectations make learners reluctant to negotiate with the teacher.

(Nation & Macalister, 2010:156)

The data was collected only from two districts of Bihar. The responses may vary if data for CBSE schools would also be collected from other states and more schools.

In addition, need analysis was conducted on some group of students from one session but when this group of students will leave the school, new students with their different subjective and objective needs will take their place. So researcher believe that need analysis should be an ongoing process.

5.5 Suggestions:

The research undertaken in the present thesis may be expanded into a bigger sample from other state boards of education as this was not possible due to limited scope of the present research. Such an elaborate survey and analysis may be taken as part of collaboration with state agencies, government bodies, NGOs and language experts. This can be used to frame policies and create materials for the learners according to their needs.

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Appendices

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Appendix -1

ENGLISH LANGUAGE AND LITERATURE (Code No. 184)

SYLLABUS

Summative Assessment (2015-16)

CLASS - IX

SECTION WISE WEIGHTAGE IN ENGLISH LANGUAGE & LITERATURE

Section		Total Weightage 90
A	Reading Skills	20
B	Writing Skills with Grammar	25
C	Literature Textbooks and Long Reading Text	25
E	Assessment of Speaking and Listening (ASL)	20
	TOTAL	90

Note:

- It is a division of marks assigned to all the four skills of language. The distribution of marks for Formative Assessments carrying 40% weightage may be done by the schools themselves. A variety of activities to assess all the skills of language may be used for Formative Assessments.
- The Summative Assessment Question Papers, if developed by the schools themselves, may be for 70 marks to which 20 marks may be added for Assessment of Speaking and Listening skills making the paper of 90 marks. The one third of the 90 marks i.e. 30 should be added each in both Summative Assessments.
- Assessment of Speaking and Listening skills (ASL) will be done formally at the term end examination in Summative - II. Schools can conduct ASL for Summative I themselves as per the guidelines provided by the CBSE. However assessment of these skills may also be done under the Formative activities spread over two terms.

There will be one written paper of English at the end of each term carrying 70 marks. The time limit will be three hours.

SECTION A: READING

20 Marks 50 Periods

Qs 1-2. This section will have two/three reading passages. The arrangement within the reading section is as follows:

SA - I:

- Q.1: A Factual passage 300-350 words with eight very short answer type questions. 8 marks
- Q. 2: A Discursive passage of 350-400 words with four short answer type questions test inference, evaluation and analysis with four very short answer questions to test vocabulary. 12 marks

SA-II:

- Q.1a: A Factual passage 200-250 words with five very short answer type questions with one question to test vocabulary. 5 marks

- Q. 1b: A Literary passage (Prose only - Fiction / Non-fiction) of 200-250 words with five short answer type questions to test inference, evaluation and analysis with one question to test vocabulary. **5 marks**
- Q. 2: Open text based assessment (OTBA) with 1-2 long answer questions to test analytical and critical thinking skills. **10 marks**

SECTION B: WRITING & GRAMMAR

25 Marks 60 Periods

- Q. 3: Writing a diary/article in about 100-120 words based on visual or verbal cue/s. **5 marks**
- Q. 4: Writing a short story based on a given outline or cue/s in about 150 - 200 words. **10 marks**

The Grammar syllabus will include the following areas in classes IX & X.

1. Tenses
2. Modals (have to/had to, must, should, need, ought to and their negative forms)
3. Use of passive voice
4. Subject - verb concord
5. Reporting
 - (i) Commands and requests
 - (ii) Statements
 - (iii) Questions
6. Clauses:
 - (iv) Noun clauses
 - (v) Adverb clauses of condition and time
 - (vi) Relative clauses
7. Determiners, and
8. Prepositions

The above items may be tested through test types as given below:

- Q. 5: Gap filling with one or two words to test Prepositions, Articles, Conjunctions and Tenses. **3 marks**
- Q. 6: Editing or Omission **4 marks**
- Q. 7: Sentences reordering or Sentence Transformation in context. **3 marks**

SECTION C: LITERATURE TEXTBOOKS: BEEHIVE AND MOMENTS

25 Marks 60 Periods

- Q. 8. One out of two extracts from **prose/poetry/play** for reference to context. Three very short answer questions. **3 marks**

One mark in each extract will be for vocabulary. One question will be used for testing local and global comprehension and one question will be on interpretation.

- Q.9. Four short answer type questions from **BEEHIVE & MOMENTS** to test local and global comprehension of theme and ideas (30-40 words each) **2x4 = 08 Marks**

Q.10. One out of two long answer type questions to assess how the values inherent in the texts have been brought out (BEEHIVE & MOMENTS). Creativity, imagination and extrapolation beyond the text and across the texts will be assessed. (80- 100 words) **4 mark**

Q. 11. One out of two Very Long Answer Questions on theme or plot involving interpretation and inference and character sketch in about 100-120 words based on prescribed novel. **10 Marks**

Prescribed Books: Published by NCERT, Sri Aurobindo Marg, New Delhi

- BEEHIVE - Textbook for Class IX
- MOMENTS - Supplementary Reader for Class IX

NOVEL (either one)

- *Gulliver's Travels (unabridged) by Jonathan Swift*
- *Three Men in a Boat (unabridged) by Jerome. K. Jerome*

NOTE: Teachers are advised to:

- encourage classroom interaction among peers, students and teachers through activities such as role play, group work etc.
- reduce teacher-talking time and keep it to the minimum,
- take up questions for discussion to encourage pupils to participate and to marshal their ideas and express and defend their views, and

Besides measuring attainment, texts serve the dual purpose of diagnosing mistakes and areas of non-learning. To make evaluation a true index of learners' attainment, each language skill is to be assessed through a judicious mixture of different types of questions. In addition to the summative tests, formative assessment is essential to measure the level of attainment in the four language skills and the learners' communicative competence. Formative assessment should be done through 'in class' activities throughout the year.

Reading Section: Reading for comprehension, critical evaluation, inference and analysis is a skill to be tested in Formative as well as Summative Assessments.

Writing Section: All types of short and extended writing tasks will be dealt with in both I and II Term Formative as well as in Summative Assessments.

Grammar: Grammar items mentioned in the syllabus will be taught and assessed formatively over a period of time. There will be no division of syllabus for Grammar in the Summative Assessment for the two terms.

Speaking and Listening Skills

50 Periods

Since the introduction of Assessment of Speaking and Listening Skills (ASL) in classes IX and X, it has become imperative to carryout speaking and listening activities in regular classroom teaching. Sufficient practice should be given to students in order to prepare them for ASL. Performance descriptors should be shared with students from time to time.

ENGLISH LANGUAGE AND LITERATURE COURSE
Summative Assessment (2015-16)
CLASS IX

Textbooks	
Literature Reader	
Summative Assessment - I	Summative Assessment - II
PROSE (Beehive)	
1. The Fun They Had	1. Packing
2. The Sound of Music	2. Reach for the Top
3. The Little Girl	3. The Bond of Love
4. A Truly Beautiful Mind	4. Kathmandu
5. The Snake and the Mirror	5. If I were you
6. My Childhood	
POETRY	
1. The Road Not Taken	1. No Men Are Foreign
2. Wind	2. The Duck and the Kangaroo
3. Rain on the Roof	3. On Killing a Tree
4. The Lake Isle of Innisfree	4. The Snake Trying
5. A Legend of the Northland	5. A Slumber Did My Spirit Seal
Supplementary Reader (Moments)	
1. The Lost Child	1. Weathering the Storm in Ersama
2. The Adventures of Toto	2. The Last leaf
3. Iswaran the Storyteller	3. A House is Not a Home
4. In the Kingdom of Fools	4. The Accidental Tourist
5. The Happy Prince	5. The Beggar
Long Reading Text/ Novel (either one) Gulliver's Travels in four parts (Unabridged Edition) (2005) by Jonathan Swift Parts I & II Three Men in a Boat (Unabridged Edition) (1889) by Jerome K. Jerome - Chapters 1 - 10	Gulliver's Travels in four parts (Unabridged Edition) (2005) by Jonathan Swift - Parts III & IV Three Men in a Boat (Unabridged Edition) (1889) by Jerome K. Jerome - Chapters 11 - 19

Class IX (SA-I)
English Language and Literature 2015-16 (Code No. 184)

Typology	Testing competencies/learning outcomes	VSAQ 1 mark	Short answer Questions 30-40 words 2 marks	Long Answer Questions-I 80-100 words 4 marks	Long answer Question-II 100-120 words 5 marks	Very Long Answer Question 150-200 words (HOTS) 10 marks	Marks
Reading Skills	Conceptual understanding, decoding, analyzing, inferring, interpreting and vocabulary.	12	04	---	---	---	20
Creative Writing Skills and Grammar	Expressing an opinion, reasoning, justifying, illustrating, appropriacy of style and tone, using appropriate format and fluency. Applying conventions, using integrated structures with accuracy and fluency.	10	---	---	01	01	25
Literature and Textbooks	Recalling, reasoning, appreciating, applying literary conventions, extrapolating, illustrating and justifying etc. Extracting relevant information, identifying the central theme and sub themes, understanding the writer's message and writing fluently.	03	04	01	---	01	25
Total		25 x 01 = 25 marks	08 x 02 = 16 marks	01 x 04 = 04 marks	01 x 05 = 05 marks	02 x 10 = 20 marks	70 marks
Assessment of Speaking and Listening Skills	Interaction, reasoning, diction, articulation, clarity, pronunciation and overall fluency						20 marks
Total							90 marks

Appendix -2

ENGLISH COMMUNICATIVE (Code No. 101)

SYLLABUS

Summative Assessment (2015-16)

CLASS - IX

SECTION WISE WEIGHTAGE IN ENGLISH COMMUNICATIVE

Section		Total Weightage 90
A	Reading Skills	20
B	Writing Skills with Grammar	25
C	Literature Textbook and Long Reading Text	25
D	Assessment of Speaking and Listening (ASL)	20
	TOTAL	90

Note:

- It is a division of marks assigned to all the four skills of language. The distribution of marks for Formative Assessments carrying 40% weightage may be done by the schools themselves. A variety of activities to assess all the skills of language may be used for Formative Assessments.
- The Summative Assessment Question Papers, if developed by the schools themselves, may be for 70 marks to which 20 marks may be added for Assessment of Speaking and Listening skills making the paper of 90 marks. The one third of the 90 marks i.e. 30 should be added each in both Summative Assessments.
- Assessment of Speaking and Listening skills (ASL) will be done formally at the term end examination in Summative - II. Schools can conduct ASL for Summative - I themselves as per the guidelines provided by the CBSE. However assessment of these skills may also be done under the Formative activities spread over two terms.

There will be one written paper of English at the end of each term carrying 70 marks. The time limit will be three hours.

SECTION A: READING

20 Marks 50 Periods

Qs 1-2. This section will have two/three reading passages. The arrangement within the reading section is as follows:

SA - I:

Q.1: A **Factual** passage 300-350 words with eight very short answer type questions. **8 marks**

Q. 2: A **Discursive** passage of 350-400 words with four short answer type questions to test inference, evaluation and analysis with four very short answer questions to test vocabulary. **12 marks**

SA-II:

Q.1a: A **Factual** passage 200-250 words with five very short answer type questions with one question to test vocabulary. **5 marks**

- Q. 1b: A **Literary** passage (Prose only – Fiction / Non-fiction) of 200-250 words with five short answer type questions to test inference, evaluation and analysis with one question to test vocabulary. **5 marks**
- Q. 2: Open text-based assessment (**OTBA**) with 1-2 long answer questions to test analytical and critical thinking skills. **10 marks**

SECTION B: WRITING & GRAMMAR

25 Marks 60 Periods

- Q. 3: Writing a diary/article in about 100-120 words will make use of visual or verbal cue/s, and the questions will be thematically based on MCB. **5 marks**
- Q. 4: Writing a short story based on a given outline or cue/s in about 150 - 200 words. **10 marks**

The Grammar syllabus will include the following areas in classes IX & X.

1. Tenses
2. Modals (have to/had to, must, should, need, ought to and their negative forms)
3. Use of passive voice
4. Subject - verb concord
5. Reporting
 - (i) Commands and requests
 - (ii) Statements
 - (iii) Questions
6. Clauses:
 - (i) Noun clauses
 - (ii) Adverb clauses of condition and time
 - (iii) Relative clauses
7. Determiners, and
8. Prepositions

The above items may be tested through test types as given below:

- Q. 5: Gap filling with one or two words to test Prepositions, Articles, Conjunctions and Tenses. **3 marks**
- Q. 6: Editing or Omission **4 marks**
- Q. 7: Sentences reordering or Sentence Transformation in context. **3 marks**

SECTION C: LITERATURE TEXTBOOK & LONG READING TEXT

25 Marks 60 Periods

- Q. 8. One out of two extracts from **prose/poetry/play** for reference to the context. Three very short answer questions. **3 marks**

One mark in each extract will be for vocabulary. One question will be used for testing local and global comprehension and one question will be on interpretation.

- Q.9. **Four short answer** type questions from the **Literature Reader** to test local and global comprehension of theme and ideas (30-40 words each) **4x2 = 08 Marks**

Q.10. One out of two long answer type questions to assess how the values inherent in the text have been brought out. Creativity, imagination and extrapolation beyond the text and across the texts will be assessed. (80-100 words). **4 marks**

Q.11. **One out of two very Long Answer Questions** on theme, plot involving interpretation, inference and character sketch in about 150-200 words based on the prescribed novel. **10 Marks**

Prescribed Books: Published by CBSE, New Delhi

Interact in English Series

- Main Course Book (Revised Editions)
- Workbook (Revised Editions)
- Literature Reader (Revised Editions)

Novel (either one)

- *Gulliver's Travels (unabridged) by Jonathan Swift*
- *Three Men in a Boat (unabridged) by Jerome. K. Jerome*

NOTE: Teachers are advised to:

- i. encourage classroom interaction among peers, students and teachers through activities such as role play, group work etc.
- ii. reduce teacher-talking time and keep it to the minimum,
- iii. take up questions for discussion to encourage pupils to participate and to marshal their ideas and express and defend their views, and

Besides measuring attainment, texts serve the dual purpose of diagnosing mistakes and areas of non-learning. To make evaluation a true index of learners' attainment, each language skill is to be assessed through a judicious mixture of different types of questions. In addition to the summative tests, formative assessment is essential to measure the level of attainment in the four language skills and the learners' communicative competence. Formative assessment should be done through 'in class' activities throughout the year.

Reading Section: Reading for comprehension, critical evaluation, inference and analysis is a skill to be tested in Formative as well as Summative Assessment.

Writing Section: All types of short and extended writing tasks will be dealt with in both I and II Terms in Formative as well as in Summative Assessments.

Grammar: Grammar items mentioned in the syllabus will be taught and assessed formatively over a period of time. There will be no division of syllabus for Grammar in the Summative Assessments for the two terms.

Speaking and Listening Skills:

50 Periods

Since the introduction of Assessment of Speaking and Listening Skills (ASL) in classes IX and X, it has become imperative to carryout speaking and listening activities in regular classroom teaching. Sufficient practice should be given to students in order to prepare them for ASL. Performance descriptors should be shared with students from time to time.

ENGLISH COMMUNICATIVE COURSE

Summative Assessment (2015-16)

CLASS IX

Textbooks			
Literature Reader			
Summative Assessment - I		Summative Assessment - II	
PROSE			
1. How I Taught My Grandmother to Read		1. The Man Who Knew too Much	
2. A Dog Named Duke		2. Keeping it from Harold	
		3. Best Seller	
POETRY			
1. The Brook		1. The Seven Ages	
2. The Road Not Taken		2. Oh, I Wish I'd Looked After My Teeth	
3. The Solitary Reaper		3. Song of the Rain	
4. Lord Ullin's Daughter			
DRAMA			
1. Villa for Sale		2. The Bishop's Candlesticks	
Main Course Book			
1. People		1. Mystery	
2. Adventure		2. Children	
3. Environment		3. Sports and Games	
4. The Class IX Radio and Video Show			
Long Reading Text/ Novel (either one) Gulliver's Travels in four parts Unabridged Edition (2005) by Jonathan Swift Parts I & II Three Men in a Boat Unabridged Edition (1889) by Jerome K. Jerome - Chapters 1 - 10		Gulliver's Travels in four parts Unabridged Edition (2005) by Jonathan Swift - Parts III & IV Three Men in a Boat Unabridged Edition (1889) by Jerome K. Jerome - Chapters 11 - 19	
WORK BOOK* - Suggested Break-up of Units for the Purpose of Classroom Teaching only-NOT FOR TESTING (see the note below)			
Term I		Term II	
1	Verb Form	1	Connectors
2	Determiners	2	The Passive
3	Future Time Reference	3	Reported Speech
4	Modals	4	Prepositions

Class IX (SA-I)
English Communicative 2015-16 (Code No. 101)

Typology	Testing competencies/learning outcomes	VSAQ 1 mark	Short answer Questions 30-40 words 2 marks	Long Answer Question-I 80-100 words 4 marks	Long answer Question-II 100-120 words 5 marks	Very Long Answer Question 150-200 words (HOTS) 10 marks	Marks
Reading Skills	Conceptual understanding, decoding, analyzing, inferring, interpreting and vocabulary.	12	04	---	---	---	20
Creative Writing Skills and Grammar	Expressing an opinion, reasoning, justifying, illustrating, appropriacy of style and tone, using appropriate format and fluency. Applying conventions, using integrated structures with accuracy and fluency.	10	---	---	01	01	25
Literature Textbook and Long Reading Texts	Recalling, reasoning, appreciating, applying literary conventions, extrapolating, illustrating and justifying etc. Extracting relevant information, identifying the central theme and sub themes, understanding the writer's message and writing fluently.	03	04	01	---	01	25
Total		25 x 01 = 25 marks	08 x 02 = 16 marks	01 x 04 = 04 marks	01 x 05 = 05 marks	02 x 10 = 20 marks	70 marks
Assessment of Speaking and Listening Skills	Interaction, reasoning, diction, articulation, clarity, pronunciation and overall fluency						20 marks
Total							90 marks

Appendix - 3

ENGLISH LANGUAGE AND LITERATURE (Code No. 184)

SYLLABUS

Summative Assessment (2015-16)

CLASS - X

SECTION WISE WEIGHTAGE IN ENGLISH LANGUAGE & LITERATURE

Section		Total Weightage 90
A	Reading Skills	20
B	Writing Skills with Grammar	25
C	Literature Textbooks & Long Reading Text	25
D	Assessment of Speaking and Listening (ASL)	20
	TOTAL	90

Note:

- It is a division of marks assigned to all the four skills of language. The distribution of marks for Formative Assessments carrying 40% weightage may be done by the schools themselves. A variety of activities to assess all the skills of language may be used for Formative Assessments.
- The Summative Assessment Question Papers, if developed by the schools themselves, may be for 70 marks to which 20 marks may be added for Assessment of Speaking and Listening skills making the paper of 90 marks. The one third of the 90 marks i.e. 30 should be added each in both Summative Assessments.
- Assessment of Speaking and Listening skills (ASL) will be done formally at the term end examination in Summative - II. Schools can conduct ASL for Summative - I themselves as per the guidelines provided by the CBSE. However assessment of these skills may also be done under the Formative activities spread over two terms.

There will be one written paper of English at the end of each term carrying 70 marks. The time limit will be three hours.

SECTION A: READING

20 Marks 50 Periods

Qs 1-2. This section will have two unseen passages of a total length of 700-750. The arrangement within the reading section is as follows:

- Q. 1: A Factual passage of 300-350 words with eight very short answer type questions. 8 marks
- Q. 2: A Discursive passage of 350-400 words with four short answer type questions to test inference, evaluation and analysis and four MCQs to test vocabulary. 12 marks

SECTION B: WRITING AND GRAMMAR

25 Marks 60 Periods

- Q. 3: Letter to the editor / article in about 100-120 words based on visual or verbal stimulus. 5 marks
- Q. 4: Writing a short story based on a given outline or cue/s in about 150-200 words. 10 marks

The Grammar syllabus will include the following areas in classes IX and X.

1. Tenses
2. Modals (have to/had to, must, should, need, ought to and their negative forms)
3. Use of passive voice
4. Subject - verb concord
5. Reporting
 - (i) Commands and requests
 - (ii) Statements
 - (iii) Questions
6. Clauses:
7. Noun clauses
8. Adverb clauses of condition and time
9. Relative clauses
10. Determiners, and
11. Prepositions

The above items may be tested through test types as given below:

- Q. 5: Gap filling with one or two words to test Prepositions, Articles, Conjunctions and Tenses. **3 marks**
- Q. 6: Editing or omission. **4 marks**
- Q. 7: Sentences reordering or Sentence Transformation in context. **3 marks**

SECTION C: LITERATURE TEXTBOOKS AND LONG READING TEXT 25 Marks 60 Periods

- Q.8: One out of two extracts from **prose/poetry/drama** for reference to context. Three very short answer questions. **3 marks**

One mark in each extract will be for vocabulary. One question will be used for testing local and global comprehension and one question will be on interpretation.

- Q.9: **Four short answer** type questions from **FIRST FLIGHT & FOOTPRINTS WITHOUT FEET** (two from each) to test local and global comprehension of theme and ideas (30-40 words each) – 2 marks each. **2x4=08 marks**

- Q.10: **One out of two** long answer type questions to assess how the values inherent in the texts have been brought out (**FIRST FLIGHT & FOOTPRINTS WITHOUT FEET**). Creativity, imagination and extrapolation beyond the text and across the texts will be assessed. (80-100 words). **4 marks**

- Q.11: One out of two **Long Answer Questions** on theme or plot or character involving interpretation and inference in about 100-120 words based on prescribed novel. **10 marks**

Prescribed Books: Published by NCERT, Sri Aurobindo Marg, New Delhi

- **FIRST FLIGHT** - Textbook for Class X
- **FOOTPRINTS WITHOUT FEET** - Supplementary Reader for Class X

NOVEL (either one)

- *Diary of a Young Girl* - 1947 By Anne Frank (unabridged edition)
- *The Story of My Life* - 1903 By Helen Keller (unabridged edition)

Note: Teachers are advised to:

- encourage classroom interaction among peers, students and teachers through activities such as role play, group work etc.
- reduce teacher-talking time and keep it to the minimum,
- take up questions for discussion to encourage pupils to participate and to marshal their ideas and express and defend their views, and
- use the performance descriptors scale for conversation skills to test the students for continuous assessment.

Besides measuring attainment, texts serve the dual purpose of diagnosing mistakes and areas of non-learning. To make evaluation a true index of learners' attainment, each language skill is to be assessed through a judicious mixture of different types of questions. In addition to the summative tests, formative assessment is essential to measure the level of attainment in the four language skills and the learners' communicative competence. Formative assessment should be done through 'in class' activities throughout the year.

Reading Section: Reading for comprehension, critical evaluation, inference and analysis is a skill to be tested in Formative as well as Summative assessments.

Writing Section: All types of short and extended writing tasks will be dealt with in both I and II Terms in both Formative as well as in Summative Assessments.

Grammar: Grammar items mentioned in the syllabus will be taught and assessed formatively over a period of time. There will be no division of syllabus for Grammar in the Summative Assessment for the two terms.

Speaking and Listening Skills

50 Periods

Since the introduction of Assessment of Speaking and Listening Skills (ASL) in classes IX and X, it has become imperative to carryout speaking and listening activities in regular classroom teaching. Sufficient practice should be given to students in order to prepare them for ASL. Performance descriptors should be shared with students from time to time.

ENGLISH LANGUAGE AND LITERATURE COURSE

Summative Assessment (2015-16)

CLASS X

Textbooks	
Literature Reader	
Summative Assessment - I	Summative Assessment - II
PROSE (First Flight)	
1. A Letter to God	1. Glimpses of India
2. Nelson Mandela	2. Mijbil the Otter
3. Two Stories about Flying	3. Madam Rides the Bus
4. From the Diary of Anne Frank	4. The Sermon at Benares
5. The Hundred Dresses -I	5. The Proposal
6. The Hundred Dresses -II	
POETRY	
1. Dust of Snow	1. Animals
2. Fire and Ice	2. The Trees
3. A Tiger in the Zoo	3. Fog
4. How to Tell Wild Animals	4. The Tale of Custard the Dragon
5. The Ball Poem	5. For Anne Gregory
6. Amanda	
Supplementary Reader (Footprints without Feet)	
1. A Triumph of Surgery	1. The Making of a Scientist
2. The Thief's Story	2. The Necklace
3. The Midnight Visitor	3. The Hack Driver
4. A Question of Trust	4. Bholi
5. Footprints without Feet	5. The Book that Saved the Earth
Long Reading Text - Novels (either one)	
<i>Diary of a Young Girl - 1947</i> June 12, 1942 to March 14, 1944 by Anne Frank (unabridged edition) <i>The Story of My Life - 1903</i> Chapters 1-14 by Helen Keller (unabridged edition)	<i>Diary of a Young Girl - 1947</i> March 16, 1944 to August 01, 1944 by Anne Frank (unabridged edition) <i>The Story of My Life - 1903</i> Chapters 15-23 by Helen Keller (unabridged edition)

Class - X
English Literature and Language (2015-16)

Typology	Testing competencies/learning outcomes	VSAQ 1 mark	SAQ 30-40 words 2 marks	LAQ-I 80-100 words 4 marks	LAQ-II 100-120 words 5 marks	VLAQ 150-200 words (HOTS) 10 marks	Marks
Reading Skills	Conceptual understanding, decoding, analyzing, inferring, interpreting and vocabulary.	12	04	---	---	---	20
Creative Writing Skills and Grammar	Expressing an opinion, reasoning, justifying, illustrating, appropriacy of style and tone, using appropriate format and fluency. Applying conventions, using integrated structures with accuracy and fluency.	10	---	---	01	01	25
Literature and Textbooks	Recalling, reasoning, appreciating, applying literary conventions, extrapolating, illustrating and justifying etc. Extracting relevant information, identifying the central theme and sub themes, understanding the writer's message and writing fluently.	03	04	01	---	01	25
Total		25x01 = 25 marks	08x02 = 16 marks	01x04 = 04 marks	01x05 = 05 marks	02x10= 20 marks	70 marks
Assessment of Speaking and Listening Skills	Interaction, reasoning, diction, articulation, clarity, pronunciation and overall fluency						20 marks
Total							90 marks

ENGLISH COMMUNICATIVE (Code No. 101)

SYLLABUS

Summative Assessment (2015-16)

CLASS - X

SECTION WISE WEIGHTAGE IN ENGLISH COMMUNICATIVE

Section		Total Weightage 90
A	Reading Skills	20
B	Writing Skills with Grammar	25
C	Literature Textbook and Long Reading Text	25
D	Assessment of Speaking and Listening (ASL)	20
	TOTAL	90

Note:

- It is a division of marks assigned to all the four skills of language. The distribution of marks for Formative Assessments carrying 40% weightage may be done by the schools themselves. A variety of activities to assess all the skills of language may be used for Formative Assessments.
- The Summative Assessment Question Papers, if developed by the schools themselves, may be for 70 marks to which 20 marks may be added for Assessment of Speaking and Listening skills making the paper of 90 marks. The one third of the 90 marks i.e. 30 should be added each in both Summative Assessments.
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There will be one written paper of English at the end of each term carrying 70 marks. The time limit will be three hours.

SECTION A: READING

20 Marks 50 Periods

Qs 1-2. This section will have two unseen passages of a total length of 700-750 words. The arrangement within the reading section is as follows:

- Q.1: A **Factual** passage 300-350 words with eight very short answer type questions. **8 marks**
- Q. 2: A **Discursive** passage of 350-400 words with four short answer type questions to test inference, evaluation and analysis and four MCQs to test vocabulary. **12 marks**

SECTION B: WRITING & GRAMMAR

25 Marks 60 Periods

- Q. 3: Letter to the Editor / Article in about 100-120 words will make use of any visual / verbal stimulus and the question will be thematically based on MCB. **5 marks**

Q.4: Writing a short story based on a given outline or cue/s in about 150-200 words. **10 marks**

The Grammar syllabus will include the following areas in classes IX & X.

1. Tenses
2. Modals (have to/had to, must, should, need, ought to and their negative forms)
3. Use of passive voice
4. Subject - verb concord
5. Reporting
 - (i) Commands and requests
 - (ii) Statements
 - (iii) Questions
6. Clauses:
 - (i) Noun clauses
 - (ii) Adverb clauses of condition and time
 - (iii) Relative clauses
7. Determiners, and
8. Prepositions

The above items may be tested through test types as given below:

Q. 5: Gap filling with one or two words to test Prepositions, Articles, Conjunctions and Tenses. **3 marks**

Q. 6: Editing or Omission **4 marks**

Q. 7: Sentences reordering or Sentence Transformation in context. **3 marks**

SECTION C: LITERATURE TEXTBOOK AND LONG READING TEXT 25 Marks 60 Periods

Q. 8. One out of two extracts from **prose / poetry / play** for reference to context. Three very short answer questions. **3 marks**

One mark in each extract will be for vocabulary. One question will be used for testing local and global comprehension and one question will be on interpretation.

Q. 9. **Four short answer** type questions from the **Literature Reader** to test local and global comprehension of theme and ideas (30-40 words each) **2x4 = 8 Marks**

Q.10. One out of two long answer type questions to assess how the values inherent in the text have been brought out. Creativity, imagination and extrapolation beyond the text and across the texts will be assessed. (80-100 words). **4 marks**

Q. 11. One out of two Very Long Answer Question on theme or plot involving interpretation, inference and character in about 150-200 words based on prescribed novel. **10 Marks**

Prescribed Books: Published by CBSE, New Delhi

INTERACT IN ENGLISH SERIES

- Main Course Book (Revised Edition)

- Workbook (Revised Edition)
- Literature Reader (Revised Edition)

NOVEL (either one)

- *Diary of a Young Girl - 1947* By Anne Frank (unabridged edition)
- *The Story of My Life - 1903* By Helen Keller (unabridged edition)

NOTE: Teachers are advised to:

- encourage classroom interaction among peers, students and teachers through activities such as role play, group work etc.
- reduce teacher-talking time and keep it to the minimum,
- take up questions for discussion to encourage pupils to participate and to marshal their ideas and express and defend their views, and
- use the performance descriptors scale for conversation skills to test the students for continuous assessment.

Besides measuring attainment, texts serve the dual purpose of diagnosing mistakes and areas of non-learning. To make evaluation a true index of learners' attainment, each language skill is to be assessed through a judicious mixture of different types of questions. In addition to the summative tests, formative assessment is essential to measure the level of attainment in the four language skills and the learners' communicative competence. Formative assessment should be done through 'in class' activities throughout the year.

Reading Section: Reading for comprehension, critical evaluation, inference and analysis is a skill to be tested in Formative as well as Summative Assessments.

Writing Section: All types of short and extended writing tasks will be dealt with in both I and II Terms in both Formative as well as in Summative Assessments.

Grammar: Grammar items mentioned in the syllabus will be taught and assessed formatively over a period of time. There will be no division of syllabus for Grammar in the Summative Assessment for the two terms.

Speaking and Listening Skills:

50 Periods

Since the introduction of Assessment of Speaking and Listening Skills (ASL) in classes IX and X, it has become imperative to carryout speaking and listening activities in regular classroom teaching. Sufficient practice should be given to students in order to prepare them for ASL. Performance descriptors should be shared with students from time to time.

ENGLISH COMMUNICATIVE COURSE

Summative Assessment (2015-16)

CLASS X

Textbooks	
Literature Reader	
Summative Assessment - I	Summative Assessment - II
PROSE	
1. Two Gentlemen of Verona	1. A Shady Plot
2. Mrs. Packletide's Tiger	2. Patol Babu
3. The Letter	3. Virtually True
POETRY	
2. The Frog and the Nightingale	1. Ozymandias
2. Mirror	2. The Rime of Ancient Mariner
3. Not Marble, nor the Gilded Monuments	3. Snake
DRAMA	
1. The Dear Departed	1. Julius Caesar
Main Course Book	
2. Health and Medicine	1. Environment
2. Education	2. Travel and Tourism
3. Science	3. National Integration
Long Reading Text - Novels (either one)	
<i>Diary of a Young Girl - 1947</i> June 12, 1942 to March 14, 1944 By Anne Frank (unabridged edition) <i>The Story of My Life - 1903</i> Chapters 1-14 By Helen Keller (unabridged edition)	<i>Diary of a Young Girl - 1947</i> March 16, 1944 to August 01, 1944 By Anne Frank (unabridged edition) <i>The Story of My Life - 1903</i> Chapters 15-23 By Helen Keller (unabridged edition)
WORK BOOK* - Suggested Break-up of Units for the Purpose of Classroom Teaching only - NOT FOR TESTING (see the note below).	
Term I	Term II
1. Determiners	1. Comparison
2. Tenses	2. Avoiding Repetition
3. Subject-Verb Agreement	3. Nominalization
4. Non-Finites	4. Modals
5. Relatives	5. Active and Passive
6. Connectors	6. Reported Speech
7. Conditionals	7. Prepositions

* NOTE ON WORKBOOK

The suggested split up of the units of the Workbook reflects a distribution for the purpose of classroom teaching only. Since grammar and usage is not to be tested discreetly, but in an integrated manner, the split up as shown above will not restrict questions in the grammar section of SA I and SA II question papers to the specific units shown in the split up of Workbook units. Grammar will be tested by recycling grammar items learnt over a period of time in a comprehensive manner. Teachers may adapt this suggested distribution for classroom teaching making modifications according to their specific needs. Similarly Formative Assessment of grammar items may also be carried out in an integrated manner along with the skills of Reading, Writing, Speaking and Listening as well as Literature.

Note:

1. Formative Assessment is assessment 'for' learning. Thus schools may adapt the above break-up as per their convenience.
2. All activities related to Formative Assessment such as Language games, quizzes, projects, role plays, dramatization, script writing etc must be done as 'in class' and 'in school' activities. In case, a field survey or visit is taken up it must be under the direct supervision of the teacher.

Class X
English Communicative 2015-16 (Code No. 101)

Typology	Testing competencies/learning outcomes	VSAQ 1 mark	SAQ 30-40 words 2 marks	LAQ-I 80-100 words 4 marks	LAQ-II 100-120 words 5 marks	VLAQ 150-200 words (HOTS) 10 marks	Marks
Reading Skills	Conceptual understanding, decoding, analyzing, inferring, interpreting and vocabulary.	12	04	---	---	---	20
Creative Writing Skills and Grammar	Expressing an opinion, reasoning, justifying, illustrating, appropriacy of style and tone, using appropriate format and fluency. Applying conventions, using integrated structures with accuracy and fluency.	10	---	---	01	01	25
Literature and Textbooks	Recalling, reasoning, appreciating, applying literary conventions, extrapolating, illustrating and justifying etc. Extracting relevant information, identifying the central theme and sub themes, understanding the writer's message and writing fluently.	03	04	01	---	01	25
Total		25x01 = 25 marks	08x02 = 16 marks	01x04 = 04 marks	01x05 = 05 marks	02x10= 20 marks	70 marks
Assessment of Speaking and Listening Skills	Interaction, reasoning, diction, articulation, clarity, pronunciation and overall fluency						20 marks
Total							90 marks

Appendix - 5

12

CLASS IX

पुस्तकों के नाम	अप्रैल	मई-जून	जुलाई	अगस्त	सितंबर
PANORAMA PART-1 (B.T.B.C.)	ENGLISH (Prose-20, Poetry-10, Sup. Reader-10, Grammar-15)				
Prose	1. Dharam Juddha 2. Yayati	3. A Silent Revolution.	Revision.	4. Too Many People Too Few Trees.	5. Echo and Narcissus.
Poetry	1. The Grandmother	2. On His Blindness	Revision.	3. Blow, Blow, Thou Winter Wind	4. To Daffodils.
Read, Think and Enjoy	1. The Secret of Work (Contd.)	1. The Secret of Work (concluded)	Revision.	2. Gandhiji's Passion for Nursing (contd.)	2. Gandhiji's passion for Nursing (contd.)
PANORAMA ENGLISH READER PART-1 (B.T.B.C.) (Sup. Reader)	1. "I am going to dance again"	2. Scaling Great Heights	Revision.	3. Saint kabir	4. The Eyes Are Not Here
Grammar	1. Sequence of tenses in connected speech 2. Reported Speech in extended texts	3. Modals (have to/ had to, must, should, need, ought to, and their negative forms)	Revision.	4. Use of Active and passive voice 5. Subject/Verb concord.	6. Non-finite (Infinites, gerunds, participles)
Letter Writing Informal Letter	To Friend—emphasizing the need of population control. To Father—About the aim of your life.	To Father/Mother—for some money to buy books & copies. To Father—For permission to go on a school educational trip.	Revision.	To Friend—emphasizing equality between men and women. To cousin—congratulating him on his success at the Examination.	To Uncle—describing the visit of an Important person to your school. Thanking him for the nice birth day present.
Formal letter	To Mukhiya or Chairman of Municipality—to get the road repaired of your locality	To Headmaster—Requesting to issue transfer certificate. Requesting him to grant you a leave for three days.	Revision.	To Headmaster—Requesting him to arrange for special math class.	To Editor of news paper—About polluted water supply in your locality.
Short Writing Task, (Paragraph)	My favourite game, Rickshaw puller,	National integration, A summer day/ season,	Revision.	The Independence Day,	Football match, the person you like most.
Report, Notice, Message.	The status of women in our society	Relation between parents and sons.	Revision.	The mobile as a companion.	Beauty in only skin-deep.
Translation	A prose passage in Hindi of 5 sentences only for translation into english.				
Reading	Two unseen passage of total 500 words with a variety of question including 4 marks for literary. Passage 1 : 200 words (8 marks) four or five comprehension questions. passage 2 :				

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अक्टूबर	नवम्बर	दिसम्बर	जनवरी	फरवरी	अभ्युक्ति
Translation-5, Letter & Short Writing Task-20, Reading-20) = 100					
6. The Shehnai of Bismillah Khan.	Revision.	7. Kathmandu.	8. My Childhood.	9. The Gift of The Magi.	paragraph writing and letter writing on similar topic may be practiced
5. Sound	Revision.	6. Self Introduction.	7. I Am Like Grass.	8. Abraham Lincoln's Letter to His Son's Teacher.	
2. Gandhiji's passion for Nursing (concluded.)	Revision.	3. With the Photographer (contd.)	3. With the Photographer (contd.)	3. With the Photographer (concluded)	
5. Ismat chughtai : A Lady with a Difference.	Revision.	6. The Accidental Tourist	7. Saint Ravidas.	8. Bharathipura.	
7. Punctuation marks (semicolon, colon, dash, hyphen, parenthesis or use of brackets and exclamation mark).	Revision.	8. Synthesis using cohesive devices 9. Preposition.	10. Clauses : Relative and conditional clauses	11. Phrases and idioms.	
To brother/sister- advising to avoid bad company, about your annual school sports	Revision.	To elder sister- about your preparation of 2nd terminal examination.	To friend- Telling him how you feel to see a flower blooming and how you feel to see it decaying.	To younger brother- advising him to take part in school activities	
To Headmaster- Requesting him to excuse your absence fine	Revision.	To a bookseller- placing order for books. To postmaster complaining about the area postman.	To Headmaster- for providing computer learning facility.	To Editor- About house you organized a blood donation camp.	
A village market, your Ideal Teacher,	Revision.	Demerits of cinema or Television.	The postman, A Zoo, Republic Day.	Indian farmer, Journey by bus.	
Important holy place. A cold winter morning	Revision.	Utility of tree for birds and animals	Preserving Environment, slum area of the town	State award for the school principal,	
vocabulary. Only prose passage will be used. one will be factual and the other will be 300 words (12 marks) Four or five comprehension questions and two questions on vocabulary marks for vocabulary will not exceed 4.)					

Appendix - 6

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CLASS X

पुस्तकों के नाम	अप्रैल	मई-जून	जुलाई	अगस्त
PANORAMA PART-II (B.T.B.C.)	ENGLISH—(Prose-20, Poetry-10, Sup. Reader-10, Grammar-15,			
Prose	1. The Pace For Living	2. Me And The Ecology Bit 3. Gillu	4. What Is Wrong With Indian Films	5. Acceptance Speech
Poetry	1. God Made The Country	2. Ode On Solitude 3. "Polythene Bag"	4. Thinner Than a Crescent	5. The Empty Heart.
Read, think and Enjoy	1. Spare The Rod (contd.)	1. Spare The Rod (Contd.)	1. Spare The Rod (Concluded)	2. The Last Leaf (Contd.)
PANORAMA ENGLISH READER PART-2 (B.T.B.C) (Sup. Reader)	1. January Night	2. Allergy	3. The Bet	4. Quality
Grammar	1. Sequence of tenses in connected speech 2. Reported Speech in extended texts.	3. Use of non-finites 4. Use of passive voice	5. Punctuation Marks (Semicolon, colon, dash, hyphen, parenthesise or use of brackets and exclamation mark)	6. Preposition 7. Synthesis using
Letter Writing	<i>To Friend-</i> Informal letter Inviting to spend vacation,	<i>To Friend-</i> Thanking him for your nice stay with him.	<i>To Father-</i> For some money to buy books & Copies	<i>To Brother-</i> advising to study hard and avoid bad company.
Formal letter	<i>To The Principal-</i> To make a book available in library.	<i>To The Municipal Commissioner-</i> About the dirt.	<i>To The Postmaster-</i> complaining against the postman.	<i>To Telephone authorities -</i> about dead telephones.
Short Writing Task (Paragraph)	A Birthday party, your favourite Game	Importance of Games The wonders of science	Importance of Trees, Dowry system in India,	My Hobby, An Ideal Teacher.
Report, Notice, Message	School Annual Function, Selection to the School team.	A Trade fair, Importance of morning walk.	Our school organising a debate competition.	Science Exhibition A Football Match.
Translation	A Prose passage in Hindi of 5 sentences only for translation into english			
Reading	1. One unseen passage factual in nature of 200 words, followed by four or five comprehension questions.			

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CLASS X

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सितंबर	अक्टूबर	नवम्बर	दिसम्बर से फरवरी	अभ्युक्ति
Translation-5, Letter & Short Writing Task-20, Reading-20) = 100				
6. Once Upon A Time	7. The Unity of Indian Culture.	8. Little Girls Wiser Than Man.	Revision	Section 'A' Reading- 20 Marks Section 'B' Letter Writing- 8 Marks A Short Writing Task- 4 Marks Such as report, notices, messages. (Maximum words 60) 4 Marks based on verbal and/or visual Stimulus. (Maximum word 80) 8 Marks Section 'C' Grammar- 15 Marks Translation- 5 Marks Section 'D' English Reader- 30 Marks Supplimentry Reader- 10 Marks Total- 100 Marks Paragraph writing and letter writing on similar topic may be practiced Note : All other areas covered in class IX will also be tested in class X as this is an integrated course for this area of learning
6. Koel	7. The Sleeping porter	8. MARTHA	Revision	
2. The Last Leaf (Contd.)	2. The Last Leaf (Contd.)	2. The Last Leaf (Concluded)	Revision	
5. Sun And Moon	6. Two Horizons	7. Love Defiled	Revision	
8. Phrases and idioms including phrasal verbs and prepositional phrases.	9. Clauses : Conditional Clauses	10. Subject-verb Agreement.	Revision	
To Younger Brother- Describing him the importance of time	To Uncle- Thanking him for a nice birthday gift.	To Father- For replacement of watch.	Revision	
To The Editor- About the electric break downs	To A Bookseller- For Sending books for approval.	To Headmaster- Requesting him to grant you a leave for two days.	Revision	
My Ambition, Work is Workship.	Lifewithout television, The Village Market.	An Extremely Hot day, Discipline.	Revision	
Annual Sports, The Children's Day.	Republic day Celebration	Activities of The School Science Club, A Hockey Match.	Revision	
2. One unseen literary passage of 300 words, followed by four or five comprehension questions and two questions on vocabulary. Marks for vocabulary will not exceed 4.				

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Appendix - 7

3. English Language and Literature

Background

Integration of Language and literature beyond the initial stages is a must for proper language learning. The English class should not be seen as a place merely to read poems and stories in, but an area of activities to develop the learner's imagination as a major aim of language study, and to equip the learner with communicative skills to perform various language functions through speech and writing. The functional aspects of the language structures and items need greater emphasis at the secondary stage. Inclusion of pieces of literature relating to life and living (cultural, social, scientific) is deemed to be very useful in this connection.

It seems in place to mention here that the Secondary stage is the terminal stage of school education. It is at this stage where a learner is set to get a certification that will be recommending her for pre-university level of education. Therefore the attainments in preceding classes along with the learning outcomes of this stage will have to project her in right perspective to enable her to qualify for her vocational/academic pursuits.

English now has been made compulsory for all students at the secondary stage. It is **obligatory for each student to study English at this stage and appear at the examination**, though **securing pass marks is not compulsory**. The English language and literature paper consists of three books: Main Course Book, a Workbook and a Supplementary Reader. Altogether they carry 100 marks.

Learning Objectives

The **general objectives** at this stage are:

- ❖ To build greater confidence and proficiency in oral and written communication.
- ❖ To communicate appropriately in a variety of formal and informal situations and social settings.
- ❖ To engage in group discussions, expressing opinions and arguing a point of view effectively.
- ❖ To develop the ability and knowledge required in order to engage in independent reflection and inquiry.
- ❖ To build competence in different 'Registers' of English.
- ❖ To develop sensitivity to and appreciation of varieties of English including Indian English and the culture they reflect.
- ❖ To develop an ability to use reference materials (a dictionary/ thesaurus, library, internet etc.) to access knowledge and information.
- ❖ To develop curiosity and creativity through extensive reading.
- ❖ To facilitate self-learning to enable them to become independent learners.
- ❖ To review, organise and edit their own work and the work done by the peers.
- ❖ To translate from one's mother tongue into English or vice versa.
- ❖ To express a range of emotions, using appropriate phonological features
- ❖ To encourage one's ability to appreciate a personality, a view, a place, an event etc

Language items

The Secondary level course would first consolidate the grammatical items practised earlier. The reinforcement of the following items in the perspectives of specific functions would be the explicit objective of the course at this stage:

- Sequence of Tenses
- Reported Speech in extended texts
- Modal auxiliaries (those not covered at upper primary)
- Non-finites (infinites, gerunds, participles)
- Conditional clauses
- Complex and compound sentences
- Phrases and idioms
- Cohesive devices
- Punctuation (semicolon, colon, dash, hyphen, parenthesise or use of brackets and exclamation mark)
- Transformation

Learning Strategies

The methodology will be based on a multi-skill, activity-based, learner-centred approach. Care would be taken to fulfil the functional (communicative), literary (aesthetic) and cultural (sociological) needs of the learner. In this situation the teacher is the facilitator of learning, she presents language items, contrives situations which motivates the child to use English for the purposes of communication and expression. Aural –oral teaching and testing is an integral feature of the teaching-learning process. There should be enough scope for interactive learning. The electronic and print media could be used extensively. The evaluation procedure should be continuous and comprehensive. A few suggested activities are:

- ❖ Demonstration and dramatisation
- ❖ Role play and simulation
- ❖ Miming
- ❖ Problem solving and decision making
- ❖ Interpreting information given in a tabular form and schedule
- ❖ Using newspaper clippings
- ❖ Borrowing situations from the world around the learners, from books and from other disciplines
- ❖ Using language games, riddles, puzzles and jokes
- ❖ Interpreting Pictures, sketches, cartoons
- ❖ Debating and Discussing.
- ❖ Narrating and discussing stories, anecdotes etc
- ❖ Reciting poems
- ❖ Working in pairs and groups
- ❖ Using media inputs – computer, television, video cassettes, tapes, software packages

Learning Outcomes

At the end of this stage, learners will be able to do the following:

- ❖ Take part effectively in conversations, discussions, etc. on topics of mutual interest in non-classroom situations.
- ❖ Give a brief oral description of events/incidents of topical interest.

- ❖ Retell the content of authentic audio texts (weather reports, public announcements, simple advertisements, short interviews, etc.).
- ❖ Narrate the story depicted pictorially or in any other non-verbal mode.
- ❖ Read and identify the main points /significant details of texts like scripts of audio-video interviews, discussions, debates, etc.
- ❖ Respond in writing to business letters, official communications
- ❖ Write without prior preparation on a given topic and be able to defend or explain the position taken/ views expressed.
- ❖ Write a summary of short lectures on familiar topics by making /taking notes.
- ❖ Write an assessment of different points of view expressed in a discussion /debate.
- ❖ Read poems effectively (with proper rhythm and intonation).
- ❖ Grasp the theme of the poem and appreciate the creative uses of language.
- ❖ Gather information from a graph/chart and write a description/report on the information thus gathered.
- ❖ Translate a passage from Hindi into English or vice versa

Required teaching competence

- The teacher should have fluency and accuracy in speaking and writing.
- The teacher should have the competence to devise and conduct various activities related to the text.
- The teacher should have the competence to fulfil the functional (communicative), literary (aesthetic) and cultural (sociological) needs of the learners.
- The teacher should have the competence to reduce his indispensability and encourage learners to become the facilitator of learning.
- The teacher should have a sound working knowledge of the functional grammar, the phonological features and literature.
- The teacher should be able to appreciate the valid individual responses.
- The teacher should be able to encourage critical and analytical thinking on the part of learners.
- The teacher should have the competence to build meaningful environment to elicit responses from the learners.
- The teacher should have the ability to initiate learners to group activities and role play.
- The teacher should be good at role play, dramatisation, discussion, debate etc.
- The teacher should have the competence to handle audio-visual aids.
- The teacher should have the clarity of concepts regarding the process of writing.
- The teacher should have the competence to devise suitable language games.
- The teacher should have the competence to hold language activities for a long time.
- The teacher should have the ability to plan and devise his teaching methods according to the need of the learners.
- The teacher should be able to identify and feed the above-average learners
- The teacher should be able to develop in learners an inclination towards 'self-learning'.

Syllabus: Class IX

Sl no	Teaching Items	Method	Objectives	Remarks/ Textual support
1.	Word Accent and Intonation	Oral exercises	Listening and Speaking skills	Sufficient inputs for practice/ drill
2.	Group discussions on familiar topics and contemporary issues	Oral exercises	Developing Listening, Speaking and argumentative skills	Topics like the following should be included: "Is selection procedure of Indian team fair?" or Issues like 'Advantages and disadvantages of globalisation.'
3.	Comprehension	Reading with understanding and writing exercises	Ability to respond effectively in writing	<ul style="list-style-type: none"> • Unseen passages both factual and literary of varying length • Graphs/ charts/ Tables
4.	Reading of tales/ short stories /short plays	Extensive Reading followed by writing exercises	Reading with understanding and imbibing virtues	Pieces of native English writers, Indian writers, commonwealth writers and Bihari writers
5.	Reading of informative pieces/essays	Extensive Reading	Reading for understanding and expression	Issues relating mass media, conservation of resources, population concern, adolescence, environment, Neighbouring states of Bihar such as UP and MP, and the neighbouring countries of India such as Nepal, Bangladesh etc.
6.	Recitation of poems for enjoyment and understanding	Oral and Written exercises	Enjoying poems and understanding creative uses of language	Wide ranging themes comprehending different aspects of life and society (4-6 poems)
7.	Writing (composition) exercises	Controlled, guided and free writing exercises	Using appropriate format and style of writing	Sufficient inputs should be given to encourage <ul style="list-style-type: none"> • Letter writing: formal and informal • Writing a paragraph on given verbal and

				/or non verbal (graph, chart etc) clues • Writing postcards and telegrams on given verbal and /or non verbal clues
8.	Translation from mother tongue based on prescribed structures	Writing exercises	Ability to translate from mother tongue into English and vice versa.	Interesting, informative passages of universal or contemporary significance
9.	Grammatical items and structures: a) Reinforcement of items like: <ul style="list-style-type: none"> • Sequence of tenses in connected speech • Reported speech in extended texts • Modal auxiliaries • Passive voice • Non-finite (infinites, gerunds, participles) • Punctuation marks (semicolon, colon, dash, hyphen, parenthesise or use of brackets and exclamation mark) • Synthesis using cohesive devices • Preposition: b) Clauses: Relative and conditional clauses c) Phrases and idioms	Oral and Writing exercises	Listening, Speaking, Reading and Writing skills	Sufficient examples followed by extensive exercises based on or related to the text.

OVERALL ASSESSMENT POLICY FOR CLASS IX (Including continuous Assessment)

Evaluation will be an ongoing and continuous process. Ongoing evaluation becomes meaningful only when teachers and learners, both, are ready to take responsibility for their own progress not paying much attention to external benchmarks (real or imaginary, immediate or ultimate). This entails deeper understanding on the part of the teachers to be able to perceive and appreciate subtle changes in learners' language learning and proficiency. This also entails a deep understanding on the part of the learners because learning process is individual and self-regulatory.

Evaluation depends heavily on **how** and **how much**. Experiences tell that learners participate in evaluations with more comfort when the experience is not always a failure and the outcomes can be seen as a legitimate and appropriate way towards the next step in learning.

Evaluations gain in meaningfulness when the learners are clear about the immediate role played by current evaluation methods within the learning process. Continuous evaluation has to facilitate and guide teaching by determining the learner's current stage of development or attainment, in order to identify her "zone of proximal development".

For this, the teacher of English is expected to keep individual records of the learners and note down periodically the progress made by individual learners. She should also note down the problematic areas of each learner. This will help her plan remedial teaching.

In ultimate analysis, the purpose of evaluation should be an exercise towards 'the discovery of a learner' so that her creativity and originality can find an exposure for her much needed recognition and appreciation. **Such a 'learner' should appear as a 'face in the crowd' instead of being 'a face lost in the crowd'**. This, however, does not, in any sense, mean ignoring the average.

The chief objective of the present syllabus is the harmonious development of the four language skills. However, holding a formal, time-bound examination for all these skills and sub-skills is not practically feasible. This should be done through continuous assessment, in addition to the formal examination.

The overall pattern of the two **modes** of assessment at Class IX is as follows:

1. Continuous Assessment	60%
a) Conversational skill	20%
b) Assignments	20%
c) Formal testing	20%
2. Final Examination	40%

It is desirable to pass in continuous assessment and final exam separately. However, a student may be promoted if the aggregate marks obtained by him in continuous assessment and formal testing is 30% of the Full Marks.

Continuous Assessment:

Listening and speaking should be the focal area of the continuous assessment, as these skills are not incorporated in the formal testing pattern for various practical reasons. Unless a way is evolved to assess listening and speaking skills, they will remain neglected and thus the development of the learner's communicative competence will not be proper. These skills, therefore, should be brought under continuous assessment. To ensure independent and creative thinking on the part of the learners, she should also be assigned tasks including project works. This should also be an important component of continuous assessment.

It is also to be noted that the continuous assessment of the learner's achievement is made throughout the year, through a variety of activities carried out within each class or school. Such activities may be formal, but in order to assess listening and speaking skills, it is important that a

large proportion of the marks allotted should be derived from informal procedures. It is, therefore, recommended that marks should be allotted as follows:

Conversational skills, debate, group discussion, etc.	20%
Assignments	20%
Formal testing	20%
Total :	60%

Further details:

a) Conversational skills (20%)

Conversational skills- both listening and speaking- may be evaluated either through informal assessment (20 marks), or through a combination of informal assessment (10 marks) and formal assessment (10 marks)

(I) Informal Assessment (20% or 10%) Wherever in the course work the students are required to discuss, role play, simulate, express a point of view etc., the teacher should monitor the activities and quietly observe each learner's participation. This process should continue throughout the term. A **Conversation Skill Assessment Scale** is given below. For each skill, a learner may be awarded marks from 0 to 10, but specifications are given only for bands 1,3,5,7 and 9. Using this scale, a teacher can place a learner between the two given bands; for example, a learner falling between bands 3 & 5 would be awarded 4 marks similarly a deserving learners could be awarded 10 marks. Learners should be informed at the beginning of the year that their class participation will be assessed in this way:

Conversation Skills Assessment Scale

Listening	Speaking
1. The learner shows general ability to understand words and phrases in a familiar context but cannot follow connected speech;	1. The learner shows ability to use only isolated words and phrases but cannot operate at connected speech level;
3. S/he has ability to follow short connected utterances in a familiar context;	3. In familiar situation, s/he uses only short connected utterances with limited accuracy,
5. S/he has ability to understand explicitly stated information in both familiar and unfamiliar contexts;	5. S/he shows ability to use more complex utterances with same fluency in longer discourse; still makes some errors which impede communication
7. S/he understands a range of longer spoken texts with reasonable accuracy and is able to draw inference,	7. S/he organises and presents thoughts in a reasonably logical and fluent manner in unfamiliar situations; makes errors which do not interfere with communication
9. s/he shows ability to interpret complex discourse in terms of points of view; adopts listening strategies to suit different purposes	9. S/he can spontaneously adopt style appropriate to purpose and audience; makes only negligible errors.

(II) Formal Testing (10%)

Informal assessment is preferred to assess conversation skills. However, a school may, if it wishes, reserve 10 of the 20 marks for formal assessment which should be held towards the end of the year. The formal assessment should be conducted as group intervenes. Learners should be organised in groups of 4 or 5 and each group in turn should engage in a discussion on the given topic. To discourage rote learning of a speech, the topic should be verified only 10 minutes before

the interview takes place. During the discussion, the teacher (preferably together with a colleague) observes the learner's performance and awards each one marks out of 10 according to the assessment scale. A school may opt for individual interviews if the procedure suggested above is not feasible. For this, debates and speech contests may be held.

b) Assignments (20%)

Based on course materials, a number of activities can be identified as suitable for continuous assessment assignments. These may be in the form of project works. The learner's performance in carrying out these assignments will be recorded and counted towards his final mark for the year. 20 marks have been allotted for these assignments.

Since speaking is not assessable through a written assignment, it chiefly forms the part of conversational skill assessment. Reading and listening can be assessed through course book activities which lead to a written product such as notes, a table or a summary. In view that these assignments are meant for listening and reading skill assessment, learners should be awarded marks as objectively as possible according to the extent to which they have understood, whether through reading or through listening. The learners should not be penalised in such assignments for errors in punctuation, spelling or grammar. Marking of these assignments will be based on the content expected to demonstrate comprehension and for this reason assessment scales will not be necessary.

Assessment of writing skills forms an important and integral part of the overall assessment of the learner's use of English language. A number of assignments, therefore, will focus on writing skills and involve extended writing.

The chosen assignments should vary each year. Throughout the year, the teacher should keep a record of marks awarded for assessments carried out either in class or as homework and these marks should be aggregated to provide each learner's final marks out of 20 allotted for assignment. Final examination at the end of the class IX carries 40%.

Appendix - 8

SESSION: 2015-2016
SUMMATIVE ASSESSMENT-1
Class – IX ENGLISH SET-B

Time allowed: 3 hours

Maximum Marks: 70

General Instructions:

1. This question paper contains 11 questions and 6 printed pages.
2. All the questions are compulsory.
3. Marks for each question are indicated against it.

SECTION –A (READING)

1. Read the passage and answer the questions that follow:

Even for the most cheerful person, staying positive in the face of consistent negativity is a difficult task. Criticism, passive-aggressive behavior and a feeling of distrust can dampen your positive, cheerful, optimistic, and appreciative energy in any situation. In the long run you end up absorbing such energies from others around you and the feelings of vindictiveness, irritation, and resentment begin to affect your life as well.

An ancient and popular philosophy of oriental culture says that ailments of the heart require medicine of the mind. In other words, it implies that heart and mind are interchangeable. The saying refers to physical or mental illnesses and implies that they can be cured by psychological means.

Feng shui analysis emphasizes the seven human emotions –happiness, anger, anxiety, melancholy, sorrow, fear and fright –that are our responses to external environments and situations. In small doses, they do not cause much harm, but if experienced for a longer period, these can cause many health disorders.

Although these techniques are time-tested, some simple techniques can assist you with building good Feng Shui to handle hurt, sorrow and trauma. Firstly, nobody can hurt you without your permission. It is how you respond that will take you through this experience without making you a victim of the treatment meted out to you. Secondly, others can't make your own feelings and emotions under control. Lastly, you cannot achieve anything by getting frustrated and bitter. Feeling stuck and helpless is your own call. Emotionally move away from someone who is trying to hurt you.

I On the basis of your reading of the passage, answer the following questions:

- a. Which factors can dampen our positive energy?
- b. What is the result of absorbing negative energy?
- c. Which seven emotions does feng shui emphasize?
- d. Mention any one technique that can help you build Feng shui.

II choose the correct answer from the given options.

b) Oriental culture sys that_____are interchangeable.

- i. life and death
- ii.family and friends
- iii .mind and heart
- iv passive and aggressive

III a . Find a word from the passage ,which is the opposite of 'positivity'

2

b.Give the verb from of 'permission'

2. Read the following passage carefully.

When Swami Vivekananda was living in Chicago, he used to go to the library, borrow a large number of books, take them home and return them the next day. This aroused the curiosity of the librarian, so much that one day, she asked him, 'Why do you take out so many books when you can't possible read them all in one day?' He replied that he read each and every word of the books he borrowed with full concentration. Seeing the kibraruab bit being cibvubcd by gus reply, Swami Vivekananda asked her to test him. She opened a book, randomly selected a page and paragraph, and asked him to tell her what was written there. Swami Vivekananda repeated the sentence verbatim, without looking at the book. Seeing the wonderful powers of concentration and retention of Vivekananda, the librarian was left completely dumbfounded.

Students these days often complain that despite having studied copious noted a number of times, their confidence gets shattered at the examination time, as they are unable to remember what they studied. They often wonder how to develop their powers of concentration and retention. To achieve concentration power, three techniques are suggested.

Oxygenating the brain is very essential. For those who are required to sit for long hours at a stretch, blood tends to get accumulated in the lower half of the bodies, which means that sufficient quantity of oxygen is not pushed to their brain. This in turn negatively affects their power of concentration. Avoid setting for ling hour at a stretch. Take a five -minute brisk walk at regular intervals.

While meditating, mentally repeat your chosen mantra. Then mingle the mantra with the incoming and outgoing breaths .The powerful vibrations of the mantra will permeate each and every cell of your control. This in turn will improve blood-circulation in your body, reduce stress levels, and increase your power of concentration.

Visualization involves steady gazing. Light a candle and place it so that the flame is at the level of your eye. Look straight at the flame without blinking the eyes for half a minute or for as long as you are able to keep your eyes open. Concentrate on the flame with eyes open till tears come .when your eyes get rired, close them and visualize the alter -image of the flame in front of youth (closed)



eyes. Do this for five minutes before going to sleep and before you begin your studies. This will do wonders to your power of concentration what another person could read in eight hours.

I On the basis of your reading of the passage, answer the following questions:

- How did the librarian test Swami Vivekananda?
- How does brisk walk help in concentration?
- How can chanting be combined with meditation?
- Explain "visualization"

II Choose the correct answer from the given options.

- A. Visualization should be practiced_____
- in the morning
 - in the afternoon
 - in the evening
 - Before going to bed and before beginning studies

- B. Students are keen to develop their_____
- concentration and strength
 - curiosity and general knowledge
 - agility and concentration
 - concentration and election

III a. Find a word from the passage, which is the opposite of 'unsteady' (para5)

b. Find a word from the passage, which means the same as 'infiltrate' (para4)

SECTION-B(WRITING AND GRAMMAR)

- You have still not forgotten the day when you made your first public speech. Recall the change in your personality as you overcame the fear of facing people and write a page in your diary in about 100-120 words.
- Write a story in about 150-200 words, beginning with the following words"
Denver and his wife, Heidi got ready to conquer Mr. Everest, when suddenly.....
- Fill in each blank with only one word.
Rivers are considered holy (a)_____India but they are hardly treated(b)_____
Respect. All kinds of dust and filth find their way in to (c) _____rovers if have to treat (d)
_____purify water (e) _____drinking it, how can fish survive in this water? Every year
the Gomti river (f)_____the death bed for thousand of fish because the water released from
the neighboring industries carries effluents.
- In the following passage one word has been omitted in each line . write the missing word along with the missing word and the word that comes after it against the correct blank number.

Decision –making is very vital part of	is	a	very
our lives. The is because we are today	a)
is largely the result the decisions we took	b)
in the past. Whatever happens tomorrow be	c)



a result of the decisions take at present .
it is not possible to reverse wrong decisions
taken the past ,but it is possible to train
ourselves become a good decision make
for the future. So we must decisions
Judiciously.

d)
e)
f)
g)
h)

7. Read the given dialogue and complete the following paragraph by filling in the blanks using Reported Speech.

Richa: congratulations Aditi. You have done wonders in the examinations.

Aditi: thank you.

Richa : tell me how did you manage to get 94%marks?

Aditi:I would study for four hours daily . Regular hard work is necessary to score well.

Richa congratulated aditi and told her that she (a) _____in the examinations.

Aditi thanked her .richa then enquired how she (b) _____to get 94%marks.

Aditi replied that she (c) _____four four hours daily and added that regular hard work was necessary to score well.

SECTION-C (LITERATURE)

8. A. Read the given extract and answer the following questions .

“His horsemen hard behind us ride;
Should try our steps discover
Then who will cheer my bonny bride
When they have slain her lover?”

- Who does ‘his ‘refer to?
- Why would the lover be slain?
- Pick out a poetic device from the above stanza.

Or

- B. Read the given extract and answer the following questions.

‘I tell you what I will do. I will be philanthropic and let you have it for two hundred thousand’.

- Was the speaker really philanthropic? why ?
- Did the listener accept the offer? why?
- Give the noun form of ‘philanthropic’.

9. Answer the following questions in about 30-40 words each.

- Is it appropriate to say that William words worth was truly impressed by the solitary reaper’s song?
- Why did Robert Frosts decide to tread on the second road?
- How did Sudha Murthy tease her grandmother when she expressed her desire to read?



- d. The depiction of the brook in its initial stage appears to be quite close to that of young child. give reasons to support your answer.

10. A. One is often unable to taste the fruit of one's hard work. Explain with reference to the story. 'A Dong Named Duke; in about 80-100 words.

OR

B. Describe the journey of the grandmother from illiteracy to literacy in about 80-100words.

11. A. describe any two humorous incidents from the novel, Three Men in a Boat.

OR

B. write a character sketch of author Jerome K. Jerrome, based on your reading of the chapters 1 to 10 of the novel ,Three men is a boat , in about 150-200words.



Appendix -9

SUMMATIVE ASSESSMENT-II CLASS-X ENGLISH(LANGUAGE & LITERATURE) Set-B

Time allowed- 3 hours

Maximum Marks-70

Instructions:-

- (a) The question paper is divided in to three sections.
- (b) Section A: Reading 20 Marks
 Section B: Writing and Grammar 25 Marks
 Section C: Literature/ Text Books & Long Reading Texts 25 Marks
- (c) All questions are compulsory.
- (d) Marks are indicated against each question.

	Section A Reading – 20 marks	
Q1.	<p>Read the following passage and answer the questions that follow.</p> <p>Fish keeping has benefits that make it an attractive hobby for millions of people . Aquariums can bring a bit of nature, a living ecosystem, into any home, including apartments that do not allow other pets. like tending a furry animal ,helping to maintain a fish tank can teach a child the responsibility of caring for other living creatures.</p> <p>As pets fish have distinct advantages: they are quiet, they do not chew or scratch the furniture ,and with a few slow -release feeders in their tank ,they can safely be left alone for a week or two.</p> <p>But it is likely the documented benefit to human health that has helped make aquariums so popular .like petting a dog or cat , gazing at an aquarium at the end of a long, hard day can reduce stress and lower blood pressure. Likewise ,research shows that people waiting to see a doctor or undergo medical procedure were less anxious after watching fish swimming in a tank. Watching fish also has a significant calming effect on children with attention deficit as well as on elderly people with Alzheimer's disease.</p> <p>Today , home aquariums became popular as commercial fish breeding operations and air transport made it easy and affordable . More durable tanks and improved filtration system enabled hobbyists to sustain fish for longer periods.</p> <p>Today, home aquariums range from a child's goldfish bowl to elaborate tanks holding several hundred gallons of water and dozens of exotic fish. more adventurous hobbyists opt for saltwater tanks ,which take more work and equipment to maintain a stable environment .saltwater fish are more costly and more susceptible to changes in temperature and water quality than freshwater species .on the positive side ,they are spectacularly colorful and turn a tank into a dramatic focal point.</p> <p>Modern aquariums have evolved far beyond the boring rectangular tank. today's models come in almost any shape imaginable -round hexagonal, bow front .concave ,free form and flat to hang on the wall .they also have become key elements in home and office decor .they are built into walls and incorporated into tables ,lamps ,desks and even bath tubs. Almost any object it seems can be turned into a fish tank.</p> <p style="text-align: right;">(approx.360 words)</p> <p>1. On the basis of your reading of the passage answer the following questions:</p> <p>a. Why do people prefer keeping fish as a pet?</p> <p>b. What are the special advantages of petting fish?</p>	8

	<p>c. How does fish-keeping control high blood pressure?</p> <p>d. Why is salt water tank used sometimes for keeping fish?</p> <p>e. What is the main reason for the popularity of aquariums?</p> <p>f. Why are aquariums available in different shapes?</p> <p>g. Find a word from the passage which means the same as: a disease of the brain that affects memory.</p> <p>i. a disease of the brain that affects memory.</p> <p>ii different/ unusual</p>	
Q2.	<p>Read the passage given below:</p> <p>Tourism is travel for recreation, leisure, religious, family or business purposes, normally for a limited duration. Tourism is generally associated with International travel, but may also refer to travel to another place within the same country. The World Tourism Organization defines tourists as people “travelling to and staying at places outside their usual environment for not more than one consecutive year for leisure, business and other purposes.”</p> <ol style="list-style-type: none"> 1. Tourism has become a popular global leisure activity. Tourism can either be domestic or international and international tourism can be classified as either inbound or outbound tourism. Today inbound tourism is a major source of income for many countries.es specially in terms of foreign exchange earned by the country as a whole. It also has a substantial impact on the local economy and employment of a place frequently visited by tourists. 2. India is a country with a rich cultural heritage which has always fascinated travelers. It is a unique land of diversities where all kinds of natural beauty including desert, sea , forests , mountains, flowers, wildlife is present within a single geographical boundary of a country. Anybody visiting India will have experience of different dresses, culture, flora and fauna in different states. Thus India has always been a destination for tourists who want to enjoy this combination of culture, tradition and rich heritage. Not only this, foreign tourists act as “Ambassadors Of Indian Culture” and take the message further across the world. 3. Indian government has made various efforts to take advantage of these unique possessions to promote tourism. One such big initiative is the scheme of e-Tourist Visa. The measure has been introduced to make travelling to India easier and simpler for foreign tourists. 4. The entire scheme began with the demand by the tourism industry to liberalize the visa regime for foreign tourists to give a boost to tourism in the country. In response, “Visa-On Arrival” was initiated by the government and is now made available to forty four countries. “Visa-On-Arrival” means that you need a visa to enter but it is possible to apply for and receive the visa only when you show up in the country of visit itself. (approx..360 words) <p>2.1 On the basis of your reading of the passage answer the following questions:</p> <ol style="list-style-type: none"> a) What do you understand by ‘tourism’? b) How is the economy of a country affected by tourism? c) Can India be a popular tourist destination? Give 2 reasons. d) Give any two factors that help boost tourism in India. 	<p>2 X 4 = 8</p>

	<p>2.2 Choose the right option from the given alternatives-</p> <p>a. Identify the word which means the same as “consecutive” (para 1)</p> <p>(i) period of time one after the other without interruption. (ii) period of time with some interruption. (iii) period of event with some interruption. (iv) period of event with no interruption at all</p> <p>b. Identify the word which is the synonym of “frequently”. (para 2)</p> <p>(i) daily (ii) habitual (iii) sometimes (iv) always</p> <p>c. Identify the word which is the antonym of “simpler” (para 4)</p> <p>(i) complicated (ii) plane (iii) possible (iv) foolish</p> <p>d. Identify the word which means the same as “liberalize” (para 5) it allows:</p> <p>(i) people more freedom. (ii) people more opportunity. (iii) selected people some opportunity. (iv) only limited freedom.</p>	1 X4 = 4
	<p>Section B</p> <p>Writing & Grammar – 25 Marks</p>	
Q3.	<p>You are Neetu / Neelansh of Angel Public school, Delhi . You are concerned about the cleanliness in your school, as the students waste a lot of paper and do not use dust-bins properly .Write a letter to the Principal of your school, highlighting the possibility of diseases and the dire need for creating awareness about the prevention of such diseases through informative posters in the morning assembly and giving suggestions to maintain cleanliness in the school in about 120 words.</p> <p style="text-align: center;">OR</p> <p>You are Jaya /Ajay .After the recent earthquake ,You feel that there is need to be aware and alert about natural disasters. You are sad to know that Man is responsible for these disasters due to his greed and carelessness. Write an article on 'Natural Disasters ' (about 100 -120 words)</p>	5
Q4.	<p>Complete the following story in 150 to 200 words.</p> <p>Given below is the beginning of a story. Continue from this point and complete the story in about 150-200 words.</p> <p>On a warm Sunday afternoon ,when even the bees look sleepy, Ramesh was looking for his grandfather without finding him anywhere . Then he looked out of the window, he was surprised to see his grandfather.....</p>	10
Q5.	<p>Read the passage given below and fill in the blanks by choosing the most appropriate word from the given options.</p> <p>It is not possible even for the greatest optimist (a)----- (on, for, of, to)smile all the time and feel good throughout the day. Every one (b) -- ----- (had ,have,had having)a tension now or then , when everything seems dark. But once you develop a positive attitude (c)_____ (so ,but ,and ,or 0 ,realize that life is a roller coaster ride, a series of ups and downs</p>	3
Q6.	<p>The following passage has not been edited. There is one error in each line. Write the incorrect word and the correction against the correct blank number. The first one is done as an example.</p>	4

	<p style="text-align: right;">Incorrect Correct</p> <p>You are very trusting with <u>my</u> servant. The local e.g My _____ Your Grain merchant warns me one day. a. _____ You shall lock up your house when you b. _____ Go out and let the boy sleeps elsewhere. c. _____ some of this boy turn out to be thieves. d. _____</p>	
Q7.	<p>Rearrange the following words or phrases into meaningful sentences. One has been done for you as an example.</p> <p>e.g. artisans /displays / artists /Dilli Haat/ and /at one place/of /works</p> <p>Dilli Haat displays works of artists and artisans at one place.</p> <p>a. from all/ Craftsmen/ over India /come to/ at stalls here/ their wares/ sell b. food court /can try/ different/ food /One/ from/ regions in India/ at the. c. cultural /there /performances/ are /folk dances /regular/ including</p>	3
	<p>Section – C</p> <p>Literature Text Books and Long Reading Text - 25 marks</p>	
Q8.	<p>Read the extracts given below and answer the questions that follow:</p> <p><i>Natalaya: Papa gave 85 roubles for his Squeezer ,and Squeezer is heaps better than Guess !</i> <i>Lomov : Squeezer better than Guess ?what an idea!(laughs) Squeezer better than Guess !</i> <i>Natalaya: Of course he's better! Of course Squeezer is young ,he may develop a bit,but on points and pedigree he's better than anything that even Volchanetsky has got .</i> <i>Lomov :Excuse me Natalaya Stepanovna , but you forget that he is overshot, and an overshot always means the dog is a bad hunter!</i> <i>Natalaya : overshot ,is he? The first time I hear it</i> <i>Lomov I assure you that his lower jaw is shorter than the upper.</i> <i>Natalya : have you measured ?</i></p> <p>a. Who are Squeezer and Guess? b. How is Squeezer better than Guess ? c. Find a word that refers to a currency .</p> <p style="text-align: center;">OR</p> <p><i>Belinda paled ,and she cried Help!Help!</i> <i>But Mustard fled with a terrified yelp,</i> <i>Ink trickled down to the bottom of the house hold,</i> <i>And little mouse Blink strategically mouse-holed.</i></p> <p>a. Why did Belinda cry for help? b. Who was Mustard? c. How did Blink react ?</p>	3
Q9.	<p>Answer the following questions in about 30-40 words each.</p> <ol style="list-style-type: none"> How was the confusion over “Oxen” meadows settled? Hobbies play a very important role in one’s life; elaborate this with reference to “the Making Of a Scientist”. What is a famous Indian legend regarding tea? Why does Maxwell observe that the airhostess “was the very queen of her kind”? Why does the she say – ‘it would be better if you resumed your seat, and I will find the animal and bring it to you’? 	8

Q10.	<p>Answer the following question in about 80 - 100 words--</p> <p>Selfish is a common trait among all except a few and Kisa Gotami could not save herself untouched from it. She says, “How selfish am I in my grief!” Justify her statement to her realization of Death to all.(about 80 to 100 words)</p> <p style="text-align: center;">OR</p> <p>We should be content with what life gives us. If we long for more and are not contented with our means, we shall suffer much and face difficulties in our life. Justify it with reference to the character ‘ Matilda’ in the lesson ‘The Necklace’. (about 80 to 100 words)</p>	4
Q11(A)	<p>Part A:</p> <p>1.Why was Helen withdrawn from the Gilman School? How was her education pursued further?</p> <p style="text-align: center;">OR</p> <p>2. How did people along with Bishop Brooks contribute to Helen’s happiness?</p>	10
OR		
Q11(B)	<p>Part B:</p> <p>Ann Frank loved her father a lot . She once wrote a letter to him regarding her relationship with Peter. What does it reveal about her character?</p> <p style="text-align: center;">OR</p> <p>Anne was so witty, clever and wise in presenting her views on the subject. It is seen in her statement “There is no smoke without fire”. What does Anne Frank want to refer to by this statement. Explain.</p>	10

Appendix- 10
Class X
SUMMATIVE ASSESSMENT II
ENGLISH
Code No. 101
(COMMUNICATIVE)
Set B

MM: 70

Time 3 hrs.

The Question paper is divided into three sections:

Section A:	Reading	20 Marks
Section B:	Writing & Grammar	25 Marks
Section C:	Literature	25 Marks

General Instructions

1. All questions are compulsory.
2. You may attempt any section at a time.
3. All questions of that particular section must be attempted in the correct order.

	Section A Reading – 20 marks	
Q1.	<p>Read the following passage carefully:</p> <p>Walter Elias "Walt" Disney was born on December 5, 1901, in Hermosa, Illinois. He lived most of his childhood in Marceline, Missouri, where he began drawing, painting and selling pictures to neighbours and family friends. Disney attended McKinley High School in Chicago, where he took drawing and photography classes and was a contributing cartoonist for the school paper. At night, he took courses at the Chicago Art Institute.</p> <p>When Disney was 16, he dropped out of school to join the army but was rejected for being underage. Instead, he joined the Red Cross and was sent to France for a year to drive an ambulance. When Disney returned from France in 1919, he moved back to Kansas City to pursue a career as a newspaper artist. His brother Roy got him a job at the Pesmen-Rubin Art Studio, where he met cartoonist Ubbe Eert Iwwerks, better known as Ub Iwerks. From there, Disney worked at the Kansas City Film Ad Company, where he made commercials based on cutout animation. Around this time, Disney began experimenting with a camera, doing hand-drawn cel animation, and decided to open his own animation business. From the ad company, he recruited Fred Harman as his first employee.</p> <p>Walt and Harman made a deal with a local Kansas City theater to screen their cartoons, which they called <i>Laugh-O-Grams</i>. The cartoons were hugely popular, and Disney was able to acquire his own studio, upon which he bestowed the same name. Laugh-O-Gram hired a number of employees, including Harman's brother Hugh and Iwerks. They did a series of seven-minute fairy tales that combined both live action and animation, which they called <i>Alice in Cartoonland</i>. By 1923, however, the studio had become burdened with debt, and Disney was forced to declare bankruptcy.</p> <p>Disney and his brother, Roy, soon pooled their money and moved to Hollywood. Iwerks also relocated to California, and there the three began</p>	

	<p>the Disney Brothers' Studio. Their first deal was with New York distributor Margaret Winkler, to distribute their <i>Alice</i> cartoons. They also invented a character called Oswald the Lucky Rabbit, and contracted the shorts at \$1,500 each.</p> <p>1.1 Answer the following questions briefly:</p> <p>(a) What did Walt Disney learn in his childhood?</p> <p>(b) Why was Walt not selected in the army?</p> <p>(c) How did Walt's brother help him in Kansas?</p> <p>(d) What did Walt learn at Kansas City Film Ad Company?</p> <p>(e) Name the first employee of Ad Company.</p> <p>(f) What deal was made with the Kansas City theatre?</p> <p>(g) Write briefly about Alice in the Cartoonland.</p> <p>(h) What was the deal made with Margaret Winkler?</p>	8
Q2	<p>Read the following passage carefully:</p> <ol style="list-style-type: none"> 1. Maybe you're bored of bananas, apples and grapes and need a fresh produce pick? A nutrient-rich serving of kiwifruit may be just what you need. A serving of kiwifruit (2 kiwis) has twice the vitamin C of an orange, as much potassium as a banana and the fiber of a bowl of whole grain cereal—all for less than 100 calories! 2. The fuzzy fruit is sky-high in both soluble and insoluble fiber, both of which are essential for promoting heart health, regulating digestion, and lowering cholesterol levels—that's a winning trifecta. Kiwi fruit has also been considered a "nutritional all-star," as Rutgers University researchers found that kiwifruit has the best nutrient density of 21 commonly consumed fruits. 3. Along with vitamin C, kiwi fruit are rich in many bioactive compounds that have antioxidant capacity to help to protect against free radicals, harmful by-products produced in the body. If you want clean energy, think of kiwifruit because they're rich in magnesium, a nutrient essential to convert food into energy. 4. A kiwi fruit also doubles as a peeper-keeper by supplying your eyes with protective lutein, a carotenoid that's concentrated in eye tissues and helps protect against harmful free radicals. Kiwifruit is also packed with blood pressure-lowering potassium. In fact, a 100-gram serving of kiwifruit—that's about one large kiwi—provides 15% of the Recommended Daily Allowance (RDA) of potassium. 5. Kiwi fruit has been growing in New Zealand for over 100 years. Once the fruit gained in popularity, other countries started to grow them including Italy, France, Chile, Japan, South Korea and Spain. At first, kiwis were referred to as 'Yang Tao' or 'Chinese Gooseberry,' but the name was ultimately changed to kiwifruit so that everyone would know where the fruit came from. 	

	<p>6. A ripe kiwi fruit will be plump and smooth-skinned, and free of wrinkles, bruise, and punctures. If you find that your kiwi is a little too firm after buying it, simply let it ripen at room temperature for three to five days. The firmer the fruit, the more tart it will taste. To speed up the ripening process, you can also place kiwis in a paper bag with an apple or banana. If you want to store the fruit longer, you should keep in a plastic bag in the refrigerator.</p> <p>2.1 Answer the following questions briefly:</p> <p>(a) What does a serving of kiwi offer?</p> <p>(b) Why has kiwi been considered a “nutritional all-star”?</p> <p>(c) How is kiwi fruit helpful for the eyes?</p> <p>(d) How can you make a kiwi fruit ripen?</p> <p>2.2 Do as directed:</p> <p>(a) The word ‘compound’ means:</p> <p>(i) calcium (ii) mixture (iii) texture (iv) vitamin</p> <p>(b) The word ‘concentrated’ means’:</p> <p>(i) strong (ii) liquid (iii) large (iv) replace</p> <p>(c) The word ‘bruises’ means:</p> <p>(i) roughness (ii) desolation (iii) popularity (iv) discoloured</p> <p>(d) The word ‘tart’ means:</p> <p>(i) sweet (ii) salty (iii) bitter (iv) nutty</p>	<p>2 X 4 = 8</p> <p>1 X 4 = 4</p>
	<p align="center">Section B</p> <p align="center">Writing & Grammar – 25 Marks</p>	
Q3.	<p>Tourism being one of the biggest and fastest growing industries globally, affects the economic, socio-cultural, environmental and educational resources of nations. Improving tourism industry in India would thus lead to national development in many spheres. As Ankit/ Ankita, write a letter to the Editor of The Times of India expressing your views on the same. You may like to take ideas from the unit- Travel and Tourism besides your own ideas. (about 100 -120 words)</p> <p align="center">OR</p> <p>Disposal of electronic goods , commonly termed as e-waste, in landfills lead to toxic substances such as lead, mercury etc. contaminating the land , air and water. Its high time that countries take. A stock of the situation and protect the environment. Write an article discussing the same. Also, suggest some solutions. You are Neha / Nitin from XYZ School. You may use</p>	5

	ideas from the unit- Environment besides your own ideas (100- 120 words)																																									
Q4.	<p>Write a short story on the basis of the hints provided in about 150- 200 words:</p> <p>Enjoyed going for long walks– visit to Dehradun—huge forest - taking shortcut through the woods, a tree toppled pinning me underneath. Then.....</p> <p>Begin the story with:</p> <p>I have always enjoyed taking long walks among the forests.....</p> <p style="text-align: center;">OR</p> <p>loved reading about life on other planets----One day --walking in the school. Suddenly heard a noise-----strange man, no creature –an alien saying something---- then more came---abducted me.....</p> <p>Begin the story with:</p> <p>I loved reading about life on other planets.....</p>	10																																								
Q5.	<p>Complete the following passage by filling in one or two words each:</p> <p>Most of us fail in our efforts (a) _____ self improvement because our schemes are too ambitious and we never have time (b) _____ carry them out. We also make the fundamental error of announcing our resolution to everybody so that we look even more foolish when we slipback (c) _____ our bad old ways. Aware of these pitfalls, this year I attempted (d) _____ keep my resolution to myself. I limited myself to two modest ambitions, to do physical exercise every morning and to read more (e) _____ the evening. An overnight party on New year’s eve provided me with a good excuse (f) _____ not carrying out either of these new resolutions on the first day of the year, but on the second, I applied myself assiduously to the task.</p>	3																																								
Q 6.	<p>In the passage given below, one word has been omitted in each line. Write the missing word along with the word that comes before and the word that comes after it in your answer sheet. Ensure that the word that forms your answer is underlined.</p> <p>The first one has been done as an example for you:</p> <table><thead><tr><th></th><th>Before</th><th>Missing</th><th>After</th></tr></thead><tbody><tr><td>Most people travel as part of their daily routine because it enjoyable.</td><td>e.g. as</td><td><u>a</u></td><td>part</td></tr><tr><td>There are lots places to explore in the world. Travelling worth every penny you spend memories last forever</td><td>(a) _____</td><td>_____</td><td>_____</td></tr><tr><td>When travelling, one the opportunity to meet different people from different places. One the most important social skills that we learn is how interact and communicate with different people.</td><td>(b) _____</td><td>_____</td><td>_____</td></tr><tr><td></td><td>(c) _____</td><td>_____</td><td>_____</td></tr><tr><td></td><td>(d) _____</td><td>_____</td><td>_____</td></tr><tr><td></td><td>(e) _____</td><td>_____</td><td>_____</td></tr><tr><td></td><td>(f) _____</td><td>_____</td><td>_____</td></tr><tr><td></td><td>(g) _____</td><td>_____</td><td>_____</td></tr><tr><td></td><td>(h) _____</td><td>_____</td><td>_____</td></tr></tbody></table>		Before	Missing	After	Most people travel as part of their daily routine because it enjoyable.	e.g. as	<u>a</u>	part	There are lots places to explore in the world. Travelling worth every penny you spend memories last forever	(a) _____	_____	_____	When travelling, one the opportunity to meet different people from different places. One the most important social skills that we learn is how interact and communicate with different people.	(b) _____	_____	_____		(c) _____	_____	_____		(d) _____	_____	_____		(e) _____	_____	_____		(f) _____	_____	_____		(g) _____	_____	_____		(h) _____	_____	_____	4
	Before	Missing	After																																							
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There are lots places to explore in the world. Travelling worth every penny you spend memories last forever	(a) _____	_____	_____																																							
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Q 7.	<p>Rearrange the following words / phrases to form meaningful sentences:</p> <ol style="list-style-type: none">is its / remarkable feature / preciousness / the most / of timeopportunities /of golden / every moment / thousands / brings with itslip away / not allow / we must / time to / such precious	3																																								

	Section – C Literature – 25 Marks	
Q8.	<p>Read the extract and answer the following questions briefly:</p> <p><i>And these does she apply for warnings, and portents, And evils imminent; and on her knee Hath begg'd that I will stay at home to-day.</i></p> <p>(a) Which word in the above passage means 'forthcoming'?</p> <p>(b) Who speaks these lines and to whom?</p> <p>(c) Why should the speaker stay at home?</p> <p style="text-align: center;">OR</p> <p><i>And wrinkled lip, and sneer of cold command, Tell that its sculptor well those passions read Which yet survive, stamped on these lifeless things, The hand that mocked them, and the heart that fed;</i></p> <p>(a) What do wrinkled lip and sneer of cold command tell?</p> <p>(b) whose hand mocked them ?</p> <p>(c) How do these passions still survive?</p>	3
Q 9.	<p>Answer any four of the following questions in about 30-40 words:</p> <p>(a) Who was Gogon Pakrashi? What did he preach Patol Babu?</p> <p>(b) What prophecy does Antony make by the side of Caesar's body?</p> <p>(c) What did Jenkins want Hallock to do ?</p> <p>(d) Why do you think Patol Babu went away without taking any payment for his role?</p> <p>(e) What message is conveyed through the poem Ozymandias ?</p>	8
Q 10.	<p>Answer any one of the following questions in about 80-100 words.</p> <p>The voices of education inside the poet D.H.Lawrence tell him that it was the fear for the snake that made him refrain from killing him. However, the poet feels that though he was quite afraid of the snake, he did actually feel honoured that a snake had come to seek his hospitality from the deep recesses of the earth. The poet uses repetition to emphasize the fact that the snake may not be as harmful as humans believe. How does the poet demonstrate respect for other creatures also? (about 80-100 words)</p> <p style="text-align: center;">OR</p> <p><i>"You'd never guess in the world. It's the duckiest, darlingest' Ouija board and so cheap! I got it at a bargain sale. Why, what's the matter, John?"</i></p> <p>After reading these lines you feel that people are crazy for novel and unusual things. Express your opinion in about 80-100 words on the intrinsic value of fads (fashion) in life.</p>	4
Q11(A)	<p>Give a brief character sketch of Mr. Otto Frank.</p> <p style="text-align: center;">OR</p> <p>How does Anne Frank mature and develop through the course of her diary?</p>	10
OR		
Q11(B)	<p>Miss Sullivan played a very important part in Helen's life. Discuss with reference to the novel.</p> <p style="text-align: center;">OR</p> <p>Getting admission into college wasn't easy for Helen. Moreover, she encountered a lot of problems while studying there. Bring out her problems.</p>	

Appendix -11

3rd Terminal Examination 2014-15

Class - IX

A

Time - 2½ Hrs.

ENGLISH

Max. Marks - 100

Candidates are required to give their answers in their own words as far as practicable.

The figures in the margin indicate full marks.

All questions are compulsory.

SECTION - A (READING)

1. Read the following passage carefully and then answer the questions that follow :- 5x4 = 20

In England Gandhi Ji at first did not give his time entirely to his studies. Instead, he tried to copy fashionable English gentlemen in every way, like so many young men of his age he was attracted by what was new and foreign. He wasted a lot of money on buying Smart English clothes. He started taking lesson in bathroom dancing, in playing the violin etc. What a change from the shy boy on the ship who would not talk the other passengers. After three months he suddenly realized how silly it was to waste his good brother's money on such things. After this, he devoted all his time to serious study. From the very childhood, when Gandhi Ji found out that he was doing a wrong thing, he at once stopped doing it.

QUESTIONS :

- (i) Where did Gandhi Ji go for his studies?
- (ii) Did he give time to his studies?
- (iii) What attracted him most in England?
- (iv) How did Gandhi Ji behave on the ship?
- (v) What did he suddenly realize after his three months of stay in England?

SECTION - B (WRITING)

2. Write a letter to your elder brother about preparation for the Annual Exam.

8

P.T.O.

(2)

IX/Eng (A)

Or,

Write a letter to your friend inviting him to your birthday party.

3. Write a short Paragraph on any one of the following :- 1x4=4
- (i) National Flag
 - (ii) Republic Day
 - (iii) Library

4. Gandhi Jayanti is going to be celebrated in your school in near future Write a notice. 8

Or,

Prepare a report on the status of women in our society.

SECTION - C (GRAMMAR AND TRANSLATION)

5. Fill in the blanks with suitable preposition :- 1x4=4

- (i) A knife is to cut (of/with)
- (ii) He jumped the well (into/in)
- (iii) He went to Shimla train (by/in)
- (iv) The dog is the door. (on/at)

6. Combine the following pairs of sentences by using infinitives. :-

1x4=4

- (i) I am very poor. I can't buy a car.
- (ii) This essay is hard. I can't learn it.
- (iii) The Principal is very busy. He will not meet you.
- (iv) I saw my friend. I was glad.

7. Pick out relative clauses in the following sentences :- 1x4=4

- (i) This is the house that Mr. Sen built.
- (ii) He is the boy whom I want to teach.
- (iii) He who loves the poor is loved by God.
- (iv) This is the boy who stood first in his class last year.

8. Fill up the blanks with suitable gerunds :-

1x3=3

- (i) He was accused of

- (ii) She stopped her mother from
- (iii) I controlled myself from

9. Translate into English :-

1x5 = 5

- (i) मैं गाना जानती हूँ।
- (ii) मैंने उसे पढ़ते हुए पाया।
- (iii) सुबह में टहलना लाभदायक है।
- (iv) क्या मैं आपकी मदद कर सकता हूँ?
- (v) तुम यह ले सकते हो।

SECTION - D (TEXT BOOK)

10. Read the following stanza and answer the questions that follow :-

1x4=4

Like the summer's rain;
Or as the peoples of morning's dew,
Never to be found again.

- (i) Who composed these lines?
- (ii) Name the poem from which the stanza have been taken.
- (iii) Why does the summer's rain symbolise?
- (iv) Find the words which means :- 'Dew'

11. Answer any two of the following questions in about 30 words :-

3x2 = 6

- (i) What will be the ultimate end of such sounds
- (ii) How might the women be made extraordinary?
- (iii) What time will take for the poet to come back to his normal state?
- (iv) What qualities did Lincoln want his son's teacher to teach him?

12. Write 'T' for true and 'F' for false statements :-

1x5=5

- (i) Echo did not want to speak to Narcissus.

P.T.O.

- (ii) Hera cursed Echo.
- (iii) Bismillah Khan was fondly called 'Khansaab'.
- (iv) Jim scolded Della for selling her hair.
- (v) The Magi presented a gift to infant Christ.

13. Answer any two of the following questions in about 60 words.

5x2=10

- (i) Describe the family status as well as family life of Jim and Della.
- (ii) How did Kalam's science teacher, Sivasubramania Iyer, try to break social barriers in the small town of Rameswaram?
- (iii) Why is Kathmandu famous? Describe briefly.
- (iv) Capture in your own words the feeling of the Ustad, when he received Bharat Ratna.

14. Answer any two of the following questions in about 25 words :-

2½x2=5

- (i) What according to Padma, is the identity of the human race?
- (ii) Was Yayati devoid of sensual desires?
- (iii) What is a voice call?
- (iv) How does deforestation in Nepal affect India?

15. Answer the following question in about 60 words:-

6

Why was touching the stone so important?

Or,

Why did the pandits of Kashi oppose Ravidas?

16. Answer any two of the following questions in about 20 words :-

2x2=4

- (i) How did Sonal react after she regained consciousness?
- (ii) Where was Ismat Chughtai born?
- (iii) Who was Kabir?
- (iv) Name the writer of 'The Accidental Tourist'

Appendix -12

MODEL QUESTION

FOR

MATRIC EXAMINATION- 2016 (ANNUAL)

SUBJECT- ENGLISH

SET-01 (Section-A)

Q. 01 Read the passage given below and answer the question that follow: 4X3=12

Ants are the most interesting of all insects because they are so like human beings in many ways. They live together ,build their own houses and have a king and a queen . Each ant has its own work to do and it does its work well. The very young ants, Who have just come out of their cocoons are generally the nurses when they are older and their skins are harder they are ready to leave the nest and do other kinds of work . Some of the ants hunt for food. Most other kinds of insects go about looking for food, but it is always for themselves alone . But the ants think of nest . They bring in food for the queen and other workers, as well as for themselves.

Questions:

Q(a) How are ants similar to human brings?

Q(b) When do these very young ants leave the nest?

Q(c) How are ants different from most other kinds of insects?

Q(d) What jobs are performed by the very young ants?

Q. 02 Read the passage carefully and answer the following question: 4X2=8

In days gone by it so happened, there was a thirsty fox. He was wandering here and there in search of water. In course of wandering fate smiled upon him and he reached near a well. A little water was at its bottom. As he was much thirsty he jumped into the well and drank water. The walls of well were high and he was unable to get out from the well. In the mean time a thirsty goat came that way and saw the fox inside the well. She asked the fox. What are you doing there ? The fox said ,I am drinking the sweet water here , come down and drink this sweet water. The goat jumped into the well and drank the water. The cleaver-fox got on the back of the goat and jumped out. The foolish goat was entrapped inside the well. She died there helpless.

Questions:

- a. What happened with the fox?
- b. Why did the fox jump into the well?
- c. Who did come near the Well next?
- d. How did the fox come out from the Well?

Section B

Q.03 Write a letter to your father telling him about your grand achievement in the field of education. 8

Or

Write a letter to your friend advising him to take regular exercise to grow hale and hearty.

Q.04 Write a paragraph on any one of the following in the about 60 words 4

- i) A Picnic Party
- ii) Your favourite Hobby
- iii) The Village Market
- iv) The Season you like most

Q.05 You are Arun/Arti, Head Boy/ Head Girl of your School. Write a notice for your School notice board calling for entries from desirous students for Inter School Quiz Contest Preliminary Round to be held at your school. (Word limit 50 Words) 8

or

Recently you have visited your native village on the eve of Summer Vacation. Write a paragraph of 80 to 100 words about the sight and scene of your Village.

Section : C (Grammar and Translation)

Q.06 Do as directed : 4X1=4

- (a) She is too weak to walk (Removal of too)
- (b) Mr Prasad is one of the strongest person in the society
(Into positive degree)

- (c) Who has taken tea? (Into passive voice)
(d) How old the Woman is! (Into Assertive sentence)

Q.07 Change the following sentence into indirect form of speech: 4X1=4

- i) He said to Rohit, "Don't play in the sun."
ii) He said, "Please help me in trouble."
iii) The teacher said to the class, "you should labour hard and be successful in your lives."
iv) She said to me, "Man is mortal."

Q.08 Use appropriate form of verbs in the blank given in the brackets: 3X1=3

- i) Ram as well his friends.....enjoying the cricket match. (is/are)
ii) Nothing but stars.....twinkling in the sky. (is/are)
iii) Not only Ram but also his friends.....doing this. (is/are)

Q.09 Fill in the blanks with suitable preposition: 4X1=4

- i) He deals.....rice. (in/out)
ii) We run.....the thief. (after/behind)
iii) He agrees.....his friend. (with/on)
iv) We putwealth. (by/on)

Q.10 Translate into English any five: 5X1=5

- i) प्रतिदिन व्यायाम करो।
ii) व्यायाम शरीर के लिए लाभदायक है।
iii) यह शरीर को बलिष्ठ बनाता है।
iv) छात्रगण अनुशासन प्रेमी है।
v) अनुशासन छात्रों को महान बनाता है।
vi) छात्र देश के भविष्य हैं।
vii) देश का भविष्य इन्हीं पर निर्भर करता है।
viii) बिहार के छात्र पढ़ने में तेज हैं।

Section : D

Q.11 Read carefully the given extract and answer the following questions: 5X1=5

Due to my important papers and letters, my room used to remain locked in absence. The moment the room was opened on my return from college and I stepped in, Gillu would rush on to me and climb up and down from my head to toe. Since then, this had become a regular practice. On my leaving the room, Gillu would also make an exit through the wiremesh opening of the window. He would spend the whole day with his lot, jumping and prancing up and down the branches.

Questions:

- i) From which story has this extract been taken?
- ii) Who was the author of this extract?
- iii) From which reason was the narrator's room locked in her absence?
- iv) Who was Gillu?
- v) How did Gillu spend his whole day?

Q.12 Read the passage carefully and answer the questions:

5X1=5

She had hardly said this, when malasha plumped down her foot so that the water splashed right on to AKOULYA's frock. The frock was splashed, and so were AKOULYA's eyes and nose. When she saw the stains on her frock, she was angry and ran after Malasha to strike her. Malasha was frightened, and seeing that she had got herself into trouble, she scrambled out of the puddle, and prepared to run home. Just then AKOULYA's mother happened to passing, and seeing that her daughter's skirt was splashed, and her sleeves dirty, she said:

'You naughty, dirty girl, what have you been doing?'

'Malasha did it on purpose', replied the girl.

Questions:

- (i) Name the title and its author.
- (ii) Who did splash water on Akoulya's frock?
- (iii) Why did Akoulya's mother run after Malasha to strike he'
- (iv) Why was Malasha frightened?
- (v) Who did scramble out of the puddle and prepare to run home.

Q.13 Answer any one of the following in about 80 words:

2X3=6

- i) Define culture and civilization in the light of the story. The unity of Indian culture.
- ii) Describe the traits of the old Woman.
- iii) Why were the two girls dressed in new clothes and were showing their finery to catch other?

Q.14 Answer any two of the following questions in about 30 words:

2X2=4

- i) Who wounded the tiny squirrel badly?
- ii) Why was the Gillu's swing taken off?
- iii) Who was the Chief character of the play 'The Pace for Living'.

Q.15 Read carefully the stanza given below and answer the questions that follow:

4X1=4

“But deep inside the grief’s garbage bin,
Far away from everyone’s gaze,
The germs of the disease, keep on growing.”

Questions:

- i) From which poem are these lines extracted?
- ii) Who has composed these lines?
- iii) Where do the germs of the disease keep on growing?
- iv) How do the germs of the disease pollute the environment?

Q.16 Answer any two of the following questions in about 40 words: 2X3=6

- i) ‘The koel is the symbol of a true love’. Explain it in brief.
- ii) Why is life bitter? Answer on the basis of the poem ‘God made the country, in brief way.
- iv) How does Alexander Pope want to live?

Q.17 Answer any one of the following questions: 1X6=6

- i) Describe the role of Halku’s wife in the story ‘January Night.’
- ii) Was the narrator honest in his relation with the girl?

Q.18 Answer any two of the following questions: 2X2=4

- i) Who was munni and why was she angry with Halku?
- ii) How did the author know Mr. Gessler?
- iii) Why was the banker afraid of the Lawyer?
- iv) Which type of message is conveyed to the readers by Katherine mansfield.

Appendix -13

Questionnaire (used only for data collection)

Dear Respondent

This study is undertaken as a part of ongoing doctoral research at Department of English, Faculty of Arts, Aligarh Muslim University- Aligarh, to analyze the needs of the students regarding the curriculum of Bihar Secondary School Education (BSSE) and Central Board of Secondary Education (CBSE).

Kindly indicate the extent to which you agree or disagree with the following statements. The information below will be kept confidential and will be used only for the research purpose. Your response to the questionnaire will be highly appreciated.

STUDENT PROFILE:

NAME:

AGE:

MALE/FEMALE:

RURAL/URBAN:

CLASS (IX/ X):

BOARD (BSE/ CBSE):

Please tick your response to the following questions:

Ques.1 what is the Medium(s) of instruction in your school?

a) English

b) Hindi

Ques. 2. Do you think you are proficient enough to understand courses taught in English?

a) Yes

b) No

Ques. 3. In which skill area do you find slower improvement?

a) Listening

b) speaking

c) reading

d) writing

Indicate order of assessment from 1 to 4 with 1 as the lowest.

Ques. 4. In which skill area do you find yourself most deficient?

a) Listening

b) speaking

c) reading

d) writing

Ques. 5. Which of the following English Language 'Listening comprehension' sub skills, do you think, is more important for you than the others?

(a) Ability to understand questions raised by other students and to follow class- discussion_____

(b) Ability to understand lectures in orders to take notes_____

(c) Ability to follow and understand class- lectures_____

(d) Ability to understand radio and T.V. programmes_____

Ques. 6. Which of the following English Language 'speaking' subskills in your opinion is more important for you than the others?

(a) Ability to raise questions in the class_____

(b) Ability to speak to foreigners' _____

(c) Ability to speak intelligibly _____

(d) Ability to present oral- reports in classroom_____

Ques. 7. Which of the following English Language 'reading' subskills in your opinion is more important for you than the others?

(a) Reading to understand tests_____

(b) Reading text books_____

(c) Reading newspapers_____

(d) Reading story books/novels_____

Ques. 8. Which of the following English language 'writing' subskills, do you think, is more important for you than the others?

(a) Writing personal letters_____

(b) Writing applications and filling out forms_____

(c) Writing class- notes_____

(d) Writing test answers_____

Ques. 9. Evaluate your abilities in different language skills by ticking in the following table:

	Very Good	Good	Medium	Weak	Very Weak
Listening comprehension					
Speaking					
Reading					
Writing					

Ques. 10. Please tick the following questions:

S.no	QUESTIONS	Yes	Sometime	No
I.	Can you listen to and understand an English program?			
II.	Can you listen to and understand your friend when he/she speaks in English?			
III.	Can you listen to and understand your English teacher?			
IV.	Can you listen to and understand TV News?			
V.	Can you listen to and understand or repeat English songs?			
VI.	Do you have problem in oral communication?			
VII.	Do you have problem in using words?			
VIII.	Do you have problem in pronunciation/accent?			
IX.	Do you have problem in sentence formation?			
X.	Are you conscious about grammar?			
XI.	Are you hesitant due to grammar?			
XII.	Do you have problem in tense?			
XIII.	Can you pronounce sounds correctly?			
XIV.	Does your teacher speak in English?			
XV.	Does your teacher help you in translation?			
XVI.	Do you study in group?			
XVII.	Do you have group discussion in your classroom?			
XVIII.	Does your teacher help in vocabulary?			
XIX.	Does your teacher help in Reading/ writing/ speaking?			
XX.	Do you feel shy when you speak in English with your teacher?			
XXI.	Do you feel nervous when you speak in English with your teacher?			
XXII.	Do you speak in English at home?			
XXIII.	Do you think in English?			
XXIV.	Do you have problem in presentation, viva-Voce?			
XXV.	Do you find grammar useful to improve your English speaking proficiency?			

Ques. 11. How do you like to learn? Tick (√) Yes or No.

S.no	Statements	Yes	No
I.	Grammar		
II.	Conversation		

III.	Video		
IV.	Computer		
V.	Listening to Cassettes		
VI.	Writing		
VII.	Reading		
VIII.	Learning Vocabulary		
IX.	Home Work		
X.	Working Alone		
XI.	Pair Work		
XII.	Group Work		
XIII.	Whole Class Work		

Ques. 12. Tick (✓) Yes or No.

S.no	QUESTIONS	Yes	No
I.	Are you satisfied with your syllabus?		
II.	Does it help you to improve your communicative skill?		
III.	Do you have grammar in your syllabus?		
IV.	Do you have translation exercises in your syllabus?		
V.	Does your syllabus get completed during the course period?		

CLASSROOM PREFERENCE QUESTIONNAIRE (Tick (✓) your response).

Group 1 – Topics

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I like talking about my opinion, way of thinking, lifestyle, likes and dislikes.					
2. I like studying content from other subjects (science, geography, history etc.).					
3. I like talking about music, movies, television, comics, and other popular Culture.					
4. I like talking about recent news, current events, etc.					
5. I like controversial topics, such as euthanasia, international problems, etc.					
6. I like studying about other countries customs and cultures.					

Group 2 – Study methods

7. I like studying by myself.					
8. I like studying from textbooks, vocabulary books, example problem books, etc.					
9. I like listening to teacher stories and					

explanations.					
10. I like watching DVDs and videos.					
Group 3 – English skills					
11. I want to improve my listening skills in particular					
12. I want to improve my speaking skills in particular					
13. I want to improve my reading skills in particular					
14. I want to improve my writing skills in particular					
15. I want to improve my grammar in particular					
16. I want to improve my pronunciation in particular					
Group 4 – English out of class					
17. I like using the internet in English.					
18. I like speaking English with foreigners					
19. I like speaking English with classmates.					
20. I like watching English movies and TV.					
21. I like listening to English music.					
Group 5 – Checking improvement					
22. I think I can check my progress by being graded or evaluated by a teacher.					
23. I think I can check my progress by being corrected (or not) by teachers in class					
24. I think I can check my progress through self evaluation.					
25. I think I can check my progress through peer comments and evaluation.					

(source: Small 2011a, adapted from Nunan 1999,Adapted)

Appendix -14
Questionnaire (used for the purpose of analysis)

Dear Respondent

This study is undertaken as a part of ongoing doctoral research at Department of English, Faculty of Arts, Aligarh Muslim University- Aligarh, to analyze the needs of the students regarding the curriculum of Bihar Secondary School Education (BSSE) and Central Board of Secondary Education (CBSE).

Kindly indicate the extent to which you agree or disagree with the following statements. The information below will be kept confidential and will be used only for the research purpose. Your response to the questionnaire will be highly appreciated.

I. STUDENT PROFILE:

NAME:

AGE:

MALE/FEMALE:

RURAL/URBAN:

CLASS (IX/ X):

BOARD (BSE/

CBSE):

II. OBJECTIVE NEEDS:

Please tick your response to the following questions:

Ques.1. what is the Medium(s) of instruction in your school?

a) English

b) Hindi

Ques.2. Do you think you are proficient enough to understand courses taught in English?

a) Yes

b) No

Ques.3. In which skill area do you find slower improvement?

a) Listening

b) speaking

c) reading

d) writing

Ques.4. In which skill area do you find yourself most deficient?

a) Listening

b) speaking

c) reading

d) writing

III SELF ASSESSMENT /LANGUAGE ABILITY

Ques.5. Please tick the following questions:

S.no	<u>QUESTIONS</u>	Yes	Sometime	No
A	Can you listen to and understand an English program?			
B	Can you listen to and understand your friend when he/she speaks in English?			
C	Can you listen to and understand your English teacher?			
D	Can you listen to and understand TV News?			
E	Can you listen to and understand or repeat English songs?			
F	Do you have problem in oral communication?			
G	Do you have problem in using words?			
H	Do you have problem in pronunciation/accent?			
I	Do you have problem in sentence formation?			
J	Are you conscious about grammar?			
K	Are you hesitant due to grammar?			

L	Do you have problem in tense?			
M	Can you pronounce sounds correctly?			
N	Do you feel shy when you speak in English with your teacher?			
O	Do you feel nervous when you speak in English with your teacher?			
P	Do you speak in English at home?			
Q	Do you think in English?			
R	Do you have problem in presentation, viva-Voce?			
S	Do you find grammar useful to improve your English speaking proficiency?			

IV. LEARNING STRATEGIES/ WAYS OF LEARNING

Ques.6. How do you like to learn? Tick (✓) Yes or No.

S.no	Statements	Yes	No
A	Grammar		
B	Conversation		
C	Video		
D	Computer		
E	Listening to Cassettes		
F	Writing		
G	Reading		
H	Learning Vocabulary		
I	Home Work		
J	Working Alone		
K	Pair Work		
L	Group Work		
M	Whole Class Work		

V. INSTRUCTION/METHOD OF TEACHING

Ques.7. Please tick the following questions:

S.no	<u>QUESTIONS</u>	Yes	Sometime	No
A	Does your teacher speak in English?			
B	Does your teacher help you in translation?			
C	Do you study in group?			
D	Do you have group discussion in your classroom?			
E	Does your teacher help in vocabulary?			
F	Does your teacher help in Reading/ writing/ speaking?			

VI. QUESTIONS ON SYLLABUS

Ques.8. Tick (✓) Yes or No.

S.no	QUESTIONS	Yes	No
A	Are you satisfied with your syllabus?		
B	Does it help you to improve your communicative skill?		
C	Do you have grammar in your syllabus?		
D	Do you have translation exercises in your syllabus?		

E	Does your syllabus get completed during the course period?		
---	--	--	--

VII. COMPARATIVE NEED ANALYSIS OF BSSE AND CBSE STUDENTS

Indicate order of assessment from 1 to 4 with 1 as the lowest.

Ques.9. which of the following English Language 'Listening comprehension' sub skills, do you think, is more important for you than the others?

- (a) Ability to understand questions raised by other students and to follow class-discussion_____
- (b) Ability to understand lectures in orders to take notes_____
- (c) Ability to follow and understand class- lectures_____
- (d) Ability to understand radio and T.V. programs_____

Ques. 10. Which of the following English Language 'speaking' sub skills in your opinion is more important for you than the others?

- (a) Ability to raise questions in the class_____
- (b) Ability to speak to foreigners' _____
- (c) Ability to speak intelligibly _____
- (d) Ability to present oral- reports in classroom_____

Ques.11. which of the following English Language 'reading' sub skills in your opinion is more important for you than the others?

- (a) Reading to understand tests_____
- (b) Reading text books_____
- (c) Reading newspapers_____
- (d) Reading story books/novels_____

Ques.12. which of the following English language 'writing' sub skills, do you think, is more important for you than the others?

- (a) Writing personal letters_____
- (b) Writing applications and filling out forms_____
- (c) Writing class- notes_____
- (d) Writing test answers_____

Ques.13. Evaluate your abilities in different language skills by ticking in the following table:

	Very Good	Good	Medium	Weak	Very Weak
Listening comprehension					
Speaking					
Reading					
Writing					

Ques.14. CLASSROOM PREFERENCE QUESTIONNAIRE (Tick (√) your response).

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Group 1 – Topics					
1. I like talking about my opinion, way of thinking, lifestyle, likes and					

dislikes.					
2. I like studying content from other subjects (science, geography, history etc.).					
3. I like talking about music, movies, television, comics, and other popular Culture.					
4. I like talking about recent news, current events, etc.					
5. I like controversial topics, such as euthanasia, international problems, etc.					
6. I like studying about other countries customs and cultures.					
Group 2 – Study methods					
7. I like studying by myself.					
8. I like studying from textbooks, vocabulary books, example problem books, etc.					
9. I like listening to teacher stories and explanations.					
10. I like watching DVDs and videos.					
Group 3 – English skills					
11. I want to improve my listening skills in particular					
12. I want to improve my speaking skills in particular					
13. I want to improve my reading skills in particular					
14. I want to improve my writing skills in particular					
15. I want to improve my grammar in particular					
16. I want to improve my pronunciation in particular					
Group 4 – English out of class					
18. I like speaking English with foreigners					
19. I like speaking English with classmates.					
20. I like watching English movies and TV.					
21. I like listening to English music.					
Group 5 – Checking improvement					
22. I think I can check my progress by being graded or evaluated by a teacher.					
23. I think I can check my progress by being corrected (or not) by teachers in class					
24. I think I can check my progress through self-evaluation.					
25. I think I can check my progress through peer comments and evaluation.					

(source: Small 2011a, adapted from Nunan 1999,Adapted)

Urkund Analysis Result

Analysed Document: Fauzia Haider (GA5706) - Final Thesis.docx (D18053354)
Submitted: 2016-02-18 11:21:00
Submitted By: malcom.amu@gmail.com
Significance: 9 %

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Instances where selected sources appear:

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